

**THE CORRELATION STUDY BETWEEN READING COMPREHENSION AND  
READING FLUENCY TO THE EIGHTH GRADE STUDENTS OF MTsN GENENG  
NGAWI IN ACADEMIC YEAR 2016/2017**

**THESIS**



**By**

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## ABSTRACT

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Key words: **Reading Comprehension and Reading Fluency**

English is one of the international languages. Language is also defined as a means of communication. Language has some skills. People must learn to achieve integrated language skills. As one kind of language skills, reading can be defined as a hard skill for many of our learners. It can be concludes that reading comprehension is the study to read English text fluency into meaningful ideas from the text. Reading skill can be developed through carefully controlled and graded comprehension exercise. It can be used effectively to develop a student fluency in reading English text.

This research formulated the problems as: (1) how is the students' ability in Reading Comprehension to the eighth grade students of MTsN Geneng Ngawi? How is students' ability in Reading Fluency to the eighth grade students of MTsN Geneng Ngawi? (2) Is there any correlation between reading comprehension and reading fluency at the eighth grade students of MTsN Geneng Ngawi?

The researcher conducted the place of MTsN Geneng Ngawi. The population of this research was the eighth grade students of MTsN Geneng Ngawi in Academic Year 2016/2017, while the sample is the students of class VIII B. The researcher used random sampling as sampling technique. The data is collected by test and questionnaire to measure the students' reading comprehension and reading fluency. To analyze data the researcher used the Product Moment formula as technique of data analysis.

The result, if computation "r" is greater than "r" of the table, with the db of  $N - 2 = 36 - 2 = 34$  it has been got the empirical number of 0.53 in which t of table on 0,320 with the significance level of 5%. The writer reject Null hypothesis and accept alternative hypothesis.

From the result of data analyze above, the writer conclude that there is positive correlation between reading comprehension and reading fluency at the eighth grade students of MTsN Geneng Ngawi in Academic Year 2016/2017.

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is an instrument to express ideas, opinion and feeling. It is important to our society, moreover in modern life. Language is primarily an instrument of communication among human beings in a community<sup>1</sup>. Language can communicate and give information to others. If have more than one language, the students can communicate and develop knowledge easily.

Language is also defined as a means of communication. It means that when people are engaging in communication, language is used as the medium of communication between the speaker and the listener. Language enables the speaker to encode messages and it enables the listeners to decode the messages back. By language, both the speaker and the listener may understand each other. Thus, when there is communication are very closely related.

Language promotes some skills. People must learn to achieve integrated language skills. In common, they are identified as receptive skills and productive skills.<sup>2</sup>

English is one of many kinds of language in the world. English is international language which everyone needs it to communicate in this modern era. Globalization forces people to master in English if they want to survive in their work, social, education and all aspect of their life. English is pass word to being global.

English should be mastered by people in whole aspect. It make teaching English also should include all aspect of language skills. There are two categories of skills in

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<sup>1</sup> Robert Lado, *Language Testing*, (Great Britain:Western Printing Services LTD Bristol, 1961), p.2

<sup>2</sup> Peter Lucantoni, *Teaching and Assesing Skill in English As A Second Language*, (United Kingdom: Cambridge University Press, 2006), 4.

English language, are : the receptive skills (listening and reading), and the productive skills (speaking and writing).<sup>3</sup>

Receptive skill concern with the ability to encode others messages, reading and listening. Productive skills deal with the ability to decode messages to others; speaking and writing. All of the language skills support each other.

Although was once assumed to be a combination of decoding and oral language, it is now acknowledge that reading comprehension depends heavily on knowledge about the world as well as on knowledge of language and print. In addition to producing literal comprehension, reading entails making inferences and evaluating what is read. Readers construct new knowledge from the interaction between text and their own background knowledge. Reading has been defined in many ways since it first the object of intense educational and psychological research at the turn of the century.<sup>4</sup>

Reading fluency is gaining new recognition as an essential element of every reading program, especially for students who struggle in reading. Reading fluency is one of the defining characteristics of good readers, and a lack of fluency is a common characteristic of poor readers. Differences in reading fluency not only distinguish good readers from poor, but a lack of reading fluency is also a reliable predictor of reading comprehension problems. Once struggling readers learn sound–symbol relationships through intervention and become accurate decoders, their lack of fluency emerges as the next hurdle they face on their way to reading proficiency. This lack of fluent reading is a problem for poor readers because they tend to read in a labored, disconnected fashion

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<sup>3</sup> Peter Lucantoni, *Teaching and Assesing Skill in English as a Second Language*, (United Kingdom:Cambridge University Press,2002), p.29

<sup>4</sup> Elaine K. McEwan, *Raising Reading Achievement in Middle and High School*, (California: Corwin Press, Inc), p: 43.

with a focus on decoding at the word level that makes comprehension of the text difficult, if not impossible.<sup>5</sup>

Based on interview with the English teacher of MTsN Geneng Ngawi the problems that can be found in the eighth grade students of MTsN Geneng Ngawi are in reading ability section especially in reading comprehension and reading fluency. The problem of understanding of the student who read the text fluency. The another problem of reading ability are effective less of using methods of teaching and learning, support less of using media of teaching and learning, and monotonous strategy.<sup>6</sup>

From the gap of ideality and reality explained above, the writer found a problem that must be studied. The writer tries to find the factor that influences this problem. Why the eighth grade students of MTsN Geneng Ngawi difficult to understanding about something from the text, difficult to get information and difficult to explain from the text. By knowing about the importance of the reading ability for students, is needed for the teacher to improve it. The teacher must make the reading section more interesting for students, so the students able to receive the knowledge easily.

Based on that description the writer tries to find the factor that influences this problem, there are problem between reading comprehension and reading fluency. The writer also want to know about the students who can read the text fluency is also understand about the purpose of that text. So, the writer tries to find the correlation between reading fluency and reading comprehension from the student.

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<sup>5</sup>[http://www.fcrr.org/publications/publicationspdf/files/hudson\\_lane\\_pullen\\_readingfluency\\_2005.pdf](http://www.fcrr.org/publications/publicationspdf/files/hudson_lane_pullen_readingfluency_2005.pdf) di akses pada 21 Januari, 09.45

<sup>6</sup> Interview with Mrs. Astuti, S. Pd, who is English Teacher at MTsN Geneng Ngawi in the teacher's room, Thursday 10.00 am, 22-01-2015.



Based on some definition and interview, the writer concludes that reading is process to make maximum use of what we already know and to be as economical is possible in putting new information into memory. So, reading in an activity to improve our new information in our life. Reading can improve our skill, knowledge and so on.

From the background above, the researcher is interested to conducting the research in correlation between reading fluency and reading comprehension. Finally the researcher takes the title, *“The Correlation Study between Reading Comprehension and Reading Fluency to The Eighth Grade Students of MtsN Geneng Ngawi in Academic Year 2016/2017”*

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

- a. Students’ reading comprehension
- b. Students’ reading fluency

## **C. Limitation of the Study**

To avoid a far – ranging discussion, this study focuses on some concerns identified as follows:

1. The subject of study is the eighth grade students of MtsN Geneng Ngawi
2. The object of the study on the correlation between reading comprehension and reading fluency
3. Text materials are English texts for Junior High School

#### **D. Statement of the problem**

Regarding the limitation of the study, this study promotes some problems formulated into:

1. Do the better reading comprehension students have the better reading fluency the experience to the eighth grade students of MTsN Geneng Ngawi?
2. Is there any correlation between reading comprehension and reading fluency at the eighth grade students of MTsN Geneng Ngawi?

#### **E. Objectives of the Study**

Concerning with the problem statements, this study have some objectives described as follows:

1. To describe reading comprehension at the eighth grade students of MTsN Geneng Ngawi
2. To describe the correlation between reading comprehension and reading fluency at the eighth grade students of MTsN Geneng Ngawi

#### **F. Significance of the Study**

1. Teacher
  - a. It will help the English teacher to know and improve the students' reading ability
  - b. It also will help the English teacher to know and improve the students' reading Fluency

## 2. Students

- a. Give input to the students to pay pull attention in reading fluency and reading comprehension in English subject. So, they can increase their ability in English
- b. It can improves reading ability of students and make them interesting in reading English text
- c. It also can improves reading fluency of students

## 3. Readers

This study expected to give a contribution to readers, particularly the students English Department of IAIN Ponorogo, in enriching references concerned with the correlation between students' ability in reading comprehension and reading fluency comprehension

## 4. Other Researcher

The results of research can be used as reference for those who want to conduct research, and it is expected to be useful for the other researchers as the input to improve their spirits in reading activity in learning teaching.

## **G. Organization of the Thesis**

Chapter I : Introduction. It involves the whole of thesis. It involves the background of study, identification of the problem, limitation of the problems, statements of problems, objectives of the study, significance of the study, and organization of thesis.

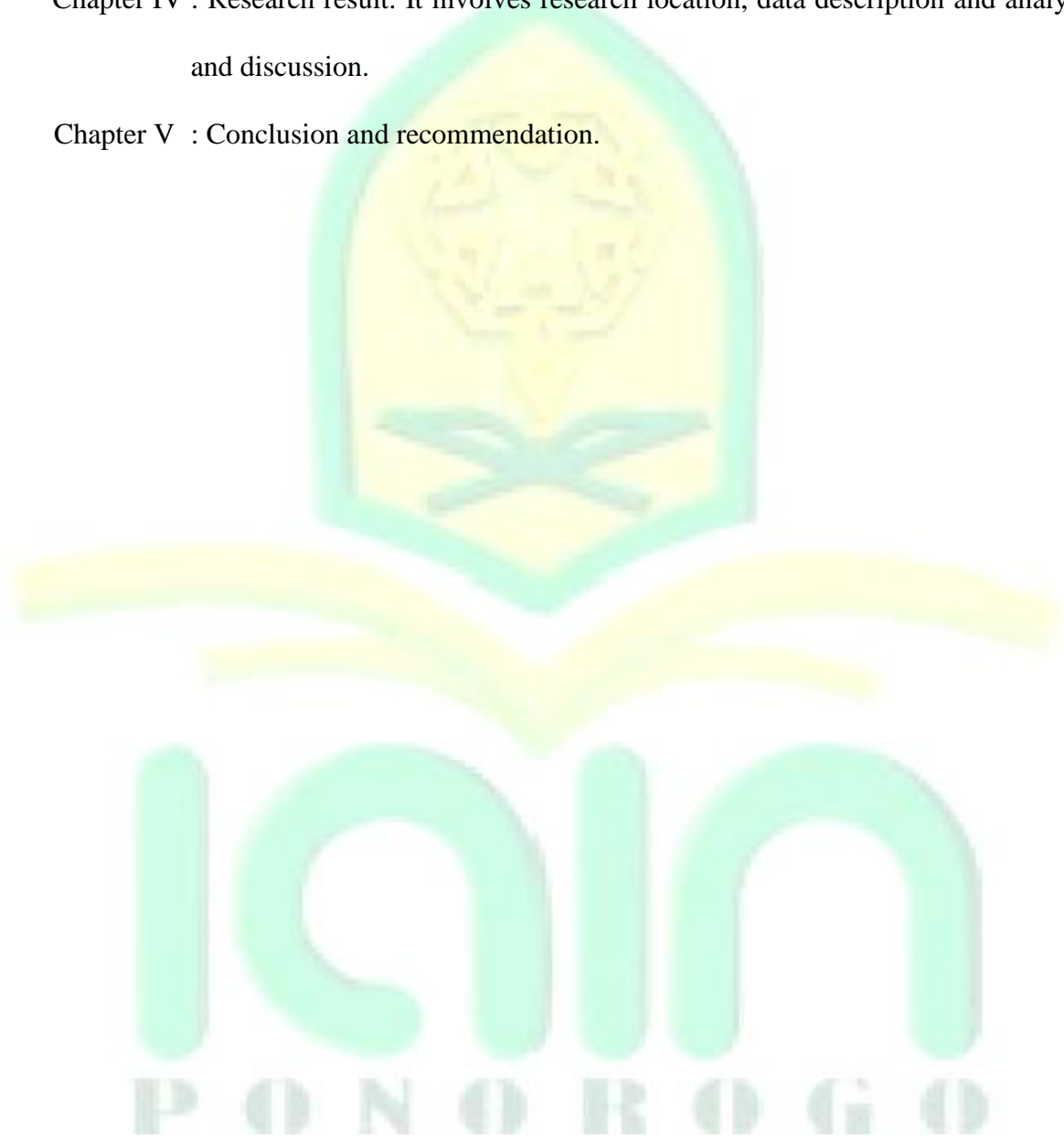
Chapter II : Review of related literature. It involves the theoretical analysis, theoretical framework, and hypothesis.



Chapter III : Research methodology. It involves research design, population, sample and respondent, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV : Research result. It involves research location, data description and analysis, and discussion.

Chapter V : Conclusion and recommendation.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Analysis

##### 1. Reading Comprehension

###### a. Definition of Reading

Reading is means of language acquisition and of sharing information and ideas in other hands, reading is complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and/ or constructing meaning.<sup>7</sup> Reading the skill that can help the students develop is that of reading of getting meaning from printed or written material. In addition, to helping students comprehend the written material in text we are using. In reading and his happens, our native tongue too. We make sound in our throat. We read faster, therefore. We must know how to say the sound and the stumble over them.<sup>8</sup>

Reading in foreign language consists of grasping meaning in that language through its written representation. This definition is intended to emphasize two essential elements in such reading: the language itself and the graphic symbolization used to represent it.<sup>9</sup>

See figure I for a representation of the definition of reading

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of

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<sup>7</sup>[http://en.wikipedia.org/wiki/reading\(process\)](http://en.wikipedia.org/wiki/reading(process)). Accessed on May 04<sup>th</sup> 2010.

<sup>8</sup>MaryaFinocchiano, *English As A Second Language from Theory to Practice*, (New York: Regents Publishing Company, 1974), 77.

<sup>9</sup>Robert Lado, *Language Testing*, Longman: London, 1977), 223.

teaching reading refers to teaching learners who already have reading skills in their first language.

### **b. The Definition of Reading Comprehension**

Reading comprehension is a complex behavior which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build a model of the meaning which the writer is assumed to have intended.

Reading comprehension is the ability to translate the written symbols into meaningful ideas. Reading comprehension means understanding the text, as the idea of the writer. Reading for comprehension involves the following factors: reading is an interaction between reader and the text, reader must have competence of predating what text is about, the reader must be able to make sense of the ideas conveyed in the text so that, misunderstanding of the content of the text can be avoid, the reader must get the general idea of the text, and the reader must get the gist of the text, reading comprehension ability is the ability in speed and comprehend about the content in the text.<sup>10</sup>

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.<sup>11</sup>

Reading is more than interaction between a reader and a text. Reading for us, will be defined as practically synonymous with reading comprehension. Other definition, reading as a complex behavior which involves conscious and unconscious

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<sup>10</sup> Beatrice S. Mikulecky, *A Short Course in Teaching Reading Skills*, (United States of America: Addison-Wesley Publishing Company, 1992), 2.

<sup>11</sup> <http://www.ncrle.org/essential/reading/reindex.htm>. Accessed on May 04th 2010

use of various strategies, including problem solving strategies, to build the model of the meaning which the writer is assumed to have intended.<sup>12</sup>

When a person reads, two aspects of “human information processing system” continuously interact. When the reader focuses primarily on what is already known in trying to comprehend a text, this strategy is called a concept-driven or “bottom-up” mode. In practice these two processing strategies are employed interactively and simultaneously as the reader tries to relate the new information in the text to what is read known. But the two modes used equally.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is,

Reader knowledge, skills, and strategies include

- a. Linguistic competence: the ability to recognize the elements of the writing system, knowledge of vocabulary, knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
- c. Sociolinguistic competence: the ability to use top-down strategies as well as knowledge of the language.<sup>13</sup>

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<sup>12</sup> Beatrice, *A Short Course in Teaching Reading Skills*, (USA: Addison Wesley Publishing Company, 1990), 2.

<sup>13</sup> <http://www.ncrle.org/essencias/reading/reindex.htm>. Accessed on May 04th 2010

Reader need to use different sub skill to deal with different kinds of text.<sup>14</sup> A reader will also use different subs skills according to the reason for reading. These subs skills as follows:

- a. *Receptive Reading* I undertaken, reading a short story or article for enjoyment.
- b. *Reflective*, episodes of reading interspersed with pause for reflection and re-reading.
- c. *Skim Reading*, Used to global impression of the content of a text.
- d. *Scanning*, rapid searching through a text to find a specific point of information.
- e. *Intensive*, reading which involves close detail and looking carefully at a text.<sup>15</sup>

Reading comprehension is different with auditory comprehension. In reading students able to precede speed and go back to re-read what they may not grasped at once. While in auditing students must adjust to the speed of the speakers.<sup>16</sup>

Reading skill are often regarded as receptive skills and likened to listening skills. There are similarities, but one important difference is that the reader can take control of the input more easily. A listening input is often taped with pause built in or controlled by a teacher.

Like listening, reading skill can be seen in term:

- a. Bottom-up (systemic)

It consist of building up meaning from analyzing the form of the language used (e.g. from words to clauses to sentences to paragraphs). A text may be partially understood at this level, but is unlikely that a full understanding can be achieved.

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<sup>14</sup> Tricia Hedge, *Teaching and Learning in the Language Classroom* (London: Oxford University Press, (2000), 195.

<sup>15</sup> Caroline Woods, *Teaching and Assessing Skill in Foreign Language*, (Singapore: Cambridge university Press, 2005), 64.

<sup>16</sup> Robert Lado, *Language Testing*, (London: Longman, 1977), 223.

b. Top-down (Schematic)

It involves the prior knowledge can be seen as being cultural or world knowledge.

Our learners therefore need both types of skill if they are to make sense of a text, and our methodology needs to play attention to both.

Groups the kinds of reading comprehension activities used for testing purpose. When trying to gauge how difficult a particular text will be for students, we need to bear in mind not only in inherent difficulty of the text, but also the nature of the task we plan to set and whether we require students to attempt such before, during a after they have studied text.

There are kinds of the read activity task:

- a. Pre-reading task. Enable the students to familiarize themselves with the content of a text. Activity can be systemic (such a vocabulary exercise) or schematic (such as thinking of the purpose of a text or predicting the content from its title).
- b. While-reading task, Students can be given activities which require them to do any of the following: follow the order of ideas in a text, react to the opinion expressed, understand the information it contains, ask themselves question, makes notes, confirm expectations or prior knowledge or predict the next part of a text from various clues.
- c. Post-reading task. These tasks follow up the works covered and seek to extend candidates. Such activities are directed writing activities, or role-play and group activities.<sup>17</sup>

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<sup>17</sup> Caroline Woods, *Teaching and Assessing Skills in Foreign Language*, (New York: Cambridge University Press, 2005), 65.



### c. The Purpose of Reading

When the teacher assigns a reading to her students, she knows why she has done so (hopefully). She has chosen the text because there is some information in the text that the teacher wants her students to know.

According to reading experts, we should learn to read skillfully for such purposes as these:<sup>18</sup>

- a. To get the main idea (from the text: book, newspaper, magazine, etc)
- b. To get the important details or detailed information, especially from unfamiliar material.
- c. To answer a specific question
- d. To evaluate what we are reading
- e. To apply what we are reading
- f. To find out how to do or to make something
- g. To judge or criticize ideas
- h. To find key sentence, phrase, or words
- i. To get trend or organization of through as it appears in an article, chapter on book

The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

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<sup>18</sup> Paul Witley, *How to Become a Better Reader* (USA: Science Research Associates, 1952), 45.

The purposes for reading also determine the appropriate approach to reading comprehension. Reading research shows those good readers:

- a. Read extensively
- b. Integrate information in the text with existing knowledge
- c. Have a flexible reading style, depending on what they are reading
- d. Are motivated
- e. Rely on different skills interacting: perceptual processing, phonemic processing, and recall
- f. Read for purpose; reading serves a function.

**d. Reading Skill**

The reading skills listed below foster the thinking process which the students need to develop in order to read Standard English effectively.<sup>19</sup> Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluently. Reading skills are specific abilities which enable a reader:

- a. To read the written form as meaningful language
- b. To read anything written with independence, comprehension and fluently, and
- c. To mentally interact with the message

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<sup>19</sup> Beatrice, *A Short Course in Teaching Reading* (USA: Addison-Wesley Publishing Company, 1990), 15.

### e. Teaching Reading

Traditionally, the purpose of learning to read in language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary text that represents “higher” form of culture. This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentences structure, not by actually reading it. In this approach lower level learners read only sentences and paragraphs generated by textbook writers and instructions. The reading of authentic materials is limited to the works of great authors and reserved for upper level learners who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the type of the text that can be used in instruction. When the goal of instruction is communicative competence, daily materials such as train schedules, newspaper article, and travel tourism. Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential part of language teaching at every level.<sup>20</sup>

In teaching reading systematic teaching of individual elements at the same times that interesting, meaningful material is heard and read. We will to do the following to help the students:<sup>21</sup>

#### a. Coordinate their eye movement

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<sup>2020</sup> <http://www.ncrle.org/essencias/reading/reindex.htm>. Accessed on May 04th 2010

<sup>21</sup> Mary Finocchiaro, *English as a Second Language from Theory to Practice*, (USA: Regents Publishing Company, 1974), 74-80.

- b. Link symbols they are accustomed to hearing to those they see in print
- c. React only to the significance characteristics of the visual symbols
- d. Recognize grammatical units
- e. Read in through groups
- f. Learn the spelling patterns which are basic to reading
- g. Grasp the full meaning of an utterance the signal and symbols (phonological, grammatical, and lexical) used in it.

Reading is also highly valued by students and teachers like. In teaching reading, reading teachers are aware of<sup>22</sup> :

- a. The importance of developing letter sound correspondence for early reading
- b. The need for a large vocabulary for fluent reading
- c. The need for students to become effective strategy users
- d. The value of extensive reading
- e. The usefulness of Content Based Instruction
- f. The benefits of developing reasonable reading rates
- g. The importance of explicit teacher modeling in reading instruction

In teaching reading the teacher helps students develop the skill they need in reading. There are several ways<sup>23</sup>:

- a. Helps students enrich vocabulary by giving material of reading
- b. Helps students arrive at the meaning of structures in any of the way mentioned above and give limited practice in their use

<sup>22</sup> Jack and Willy, *Methodology in Language Teaching*, (USA: Cambridge University Press, 2002), 273.

<sup>23</sup> Mary Finocchiaro, *English as a Second Language from Theory to Practice*, (USA: Regents Publishing Company, 1974), 81.

- c. As simply as possible in English and with the help picture if necessary and we may give a brief explanation un the students' native tongue
- d. Can insure comprehension in various ways of reading

Besides that, there are several stages in teaching and learning reading. These should be followed wherever possible:

- a. Students read the material they have or have memorized to say very well like a dialog, a series action sentences, simple story, etc. students say the known material without looking at it. Then we will read the material aloud as the students look at it, students can read in chorus after us
- b. Group of English teacher in school combine the known words and structures to make a different a paragraph. The students are helped to read this newly organized material in which all the element are familiar to them
- c. The students start to read material in which some of the words and structure are unfamiliar to them. In this stage a committee of teacher can write this type of material or existing text with a low vocabulary and structure level, but at an interest level in harmony with age of the student may be used
- d. Some people recommend the use of simplified classics or magazine
- e. Unlimited material. The whole worlds of book should be open to students.

Reading is frequently seen as passive skill. In that it is a receptive rather than productive skill. But, for reading to have meaning, reader need to e active in learning process, they need to be able to relate and understand the text and this

interactive process<sup>24</sup>. In the fact, reading is meaning as active skill, beside that teacher very important this activity.

Methodology aside, the teacher is the most important element in reading class, for her attitude influences students and their performance. The teacher of this component (reading) should provide her students. There is the role of the teacher in teaching reading:

- a. An anxiety-free atmosphere so they will feel free to experiment with a new reading style
- b. Practice so they will master new strategies
- c. Pressure in the form of persuasion and timing

Another aspect, the teacher's role as model interpreter. Since making sense of a text is actually interpretation, and since so much of interpretation is cultural, the teacher modeling of native-speaker- like comprehending is essential, in class and during individual conferences with students.

Still another aspect of this is teacher as model thinker. Reading is problem solving, and the teacher can serve as a model by thinking aloud as she introduces new skills strategies.<sup>25</sup>

#### **f. Teaching Reading Process**

Teaching reading is important things although when teach it the teacher cannot separate with other skills. In the country which English as foreign language where the students want to know more about the English material quickly, so the teacher

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<sup>24</sup> Caroline Woods, *Teaching and Assessing Skills in Foreign Language*, (Singapore: Cambridge University Press, 2005), 62.

<sup>25</sup> Beatrice, *A Short Course in Teaching Reading Skills*, 31.



presented technique to teach it. In the classroom practice, we decide the process of teaching reading activities. There are pre-reading, while reading, post-reading.

### 1) Pre-reading

The objectives of this stage are commonly:

- a) To introduce and arouse interest in the topic
- b) To motivate learners by giving reason reading
- c) To provide some language preparation for the text

Pre-reading simply consist of question to which students a required to find the answer from the text, however some various.

### 2) While-reading

In general, this stage aims at helping learned to developing their reading skill. So, that they can be effective and independent readers by implication students should be flexible in their ways of reading which they are appropriate to the given text. In this level, students interact by the help if their relevant background. This stage, the phase of reading should be gradually development from global understanding from the text and then more to smaller units such a paragraph, sentences and words.

### 3) Post-reading

The post reading (text related task) is intended as a kind of follow up activity. In this level students need to consolidate of reflect upon what has been read. They need to relate the content on idea of the text to their own knowledge, interact or views.

In teaching reading, instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can find for themselves in communication situations. In the case of reading, this means producing students who can use reading strategies to minimize their comprehension of text.

To accomplish these goals, instructor focuses on the process on the process of teaching reading than on its product.<sup>26</sup>

- 1) They develop students' awareness of the reading process and reading strategies by asking students to think and talk about they read in their native language
- 2) They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn (and have an authentic purpose for reading) by giving students some choice of reading material
- 3) When working with reading tasks in class, they show students strategies that will work best for the reading purpose and the type of text. they explain how and why students should use the strategies
- 4) They have students practice reading strategies in class and ask them to practice outside of class in their reading assignment. They encourage students to be conscious of what they're doing while they complete reading assignment

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<sup>26</sup><http://www.nc.lrc.org/essentials/reading/goalsread.htm>, accessed on May 04th 2010

- 5) They encourage students to evaluate their comprehension and self-report their use of strategies. They build comprehension check into inclass and out class reading assignment, and periodically review how and when to use particular strategies.
- 6) They encourage the development of reading skills and the use of reading strategies by using the target language to convey instruction and course related information in written form: office hours, homework assignment, and test content
- 7) They do not assume that students will transfer strategy use form one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill

#### **g. Teaching Reading Strategies**

Reading strategies can be defined as plans for solving problems encountered in constructing meaning, reading strategies can be taught to students and when taught. Strategies help improve students' performance a text of comprehension and recall. In the classroom, teacher given that strategies can be taught, and that and goal of teaching reading to help students develop as strategies readers. In the teaching approach for example students are taught of reading strategies.<sup>27</sup>

There are some of reading strategies; they are also including the reading type:

##### 1) Extensive Reading

A key issue emerging from research studies has been that of defining exactly what is meant y the term “extensive reading”. There is a lack of

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<sup>27</sup> Beatrice, *A Short Course in Teaching Reading Skills*, 32.

consensus among writers on the subject. Some use the term confusingly to describe skimming and scanning activities on longer text read during class time. Clearly, precise nature of extensive reading will very important with students' motivation and institutional resources, but an idea characterization might include the following:

- a) Reading large quantities of material, whether short stories and novel, newspaper, magazine, etc.
- b) Reading consistently over time on frequent and regular basis
- c) Reading for general meaning, primarily for pleasure, curiosity, or professional interest
- d) Reading longer text during class time but also engaging in individual independent reading at home, ideally, of self-selects material

## 2) Intensive Reading

Another way of characterizing extensive reading is to contrast it with intensive reading.<sup>28</sup> Intensive reading activities in the classroom, on the text which are usually not more than a page or so in length are intensive reading to train students in the strategies needed for successful reading, such as using connectives for predicting content or guessing the meanings of unfamiliar words using clues in surrounding text. They involve close study of text and familiarize students with the features of written English. Teacher can train reading strategies in this way but it is also only

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<sup>28</sup>*Ibid*, 33.

through more extensive reading that learners can gain substantial practice in operating these strategies independently on range of material.

Intensive reading lessons are whole class activities during which the teacher read, the students to apply to a common text those reading skill which they have already learned. After each new skill is added to all students' repertoire, an intensive reading lesson should be planned. As the teacher encourages students to select strategies to apply to the text and to monitor their own comprehension of process and product.

On the other hands, if a class required to attempt to apply reading skill which they have not yet learned, an intensive reading lesson can become primarily product oriented, selecting for right passage for an intensive lessons is essential to its success. Intensive reading lessons for apply and practicing the skills have been suggested at key points in this book.

#### **h. Teaching Reading Method**

Method is a general or established way of doing anything or the means or manner by which it is presented or thought. It is teaching and or a tool to facilitate instruction, it is many means, usually concrete, used to make the teaching cleaner, more meaning full, and more interesting. There are some methods in teaching reading.

##### **1) Skimming**

Skimming is very fast-paced reading. Skimming is different from scanning, another fast-paced reading skill. Scanning is useful for

finding specific pieces of information from text. But skimming is more comprehensive, effective skimming requires knowledge of textual organization, awareness of lexical clues to point of view, the ability to infer main idea and many other advanced reading skills.

Skimming may seem similar previewing, but they are done for a different purpose. The reader previews to get a glimpse of the content of a text before reading. But the reader skims to obtain an overview of the form and content of a text, including information as the writer's main point style.

Sometimes skimming is all that is necessary to obtain the information the reader wants (as skimming a newspaper and magazine article). Sometimes the reader skims in order to decide whether or not to read a text thoroughly, or to review a text already read.

In order to skim, the reader has to be capable of quickly seeing the skeleton which underlines the text. It is easier to do that if the reader is aware of how texts are organized (for example, that in English the main point is usually stated at the beginning of a paragraph, section, or chapter).

## 2) Scanning

Scanning is a high-speed reading skill used for location specific information. Scanning is often confused with skimming, a much more complicated skill demanding a greater degree of language knowledge and



reading skill to perform effectively. Skimming is discussed in a later section.

Scanning is a very important and useful skill for all readers. When students learn to scan, they learn that they can obtain information from a text without reading every word. In addition, they develop the ability to visualize words in English as they scan for them. And they learn that they can use scanning as a strategy for speeding up their sampling of any text.

It is important that students understand that scanning is an *extremely* high speed reading activity and that they should not try to read the entire passage carefully. In order to make sure that the students that actually scanning and not reading every word, introduce scanning exercise by reading aloud the request for information which is to be found by scanning, rather than having each student read questions silently and then scan for the answers.

Many teachers have found that if they make scanning exercises into competitions, either between two groups of students or between everyone in the class, the students are more willing to risk skipping over many words in the text to find the information required. The success of this use of competition will depend, of course, on the background of the students and their familiarity with (and acceptance of) competitive activities.<sup>29</sup>

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<sup>29</sup>*Ibid*, 31.

## **2. Reading Fluency**

### **a. Definition of Reading Fluency**

Reading fluency is gaining new recognition as an essential element of every reading program, especially for students who struggle in reading. Reading fluency is one of the defining characteristics of good readers, and a lack of fluency is a common characteristic of poor readers. Differences in reading fluency not only distinguish good readers from poor, but a lack of reading fluency is also a reliable predictor of reading comprehension problems. Once struggling readers learn sound-symbol relationships through intervention and become accurate decoders, their lack of fluency emerges as the next hurdle they face on their way to reading proficiency. This lack of fluent reading is a problem for poor readers because they tend to read in a labored, disconnected fashion with a focus on decoding at the word level that makes comprehension of the text difficult, if not impossible.<sup>30</sup>

### **b. The Important of Reading Fluency**

Fluent reading comprises three key elements: accurate reading of connected text at a conversational rate with appropriate prosody or expression. A fluent reader can maintain this performance for long periods of time, can retain the skill after long periods of no practice, and can generalize across texts. A fluent reader is also not easily distracted and reads in an effortless, flowing manner. The most compelling reason to focus instructional efforts on students becoming fluent reader fluency assessment and instruction: What, why, and how is the strong correlation between reading fluency and reading comprehension.

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<sup>30</sup>[http://www.fcrr.org/publications/publicationspdffiles/hudson\\_lane\\_pullen\\_readingfluency\\_2005.pdf](http://www.fcrr.org/publications/publicationspdffiles/hudson_lane_pullen_readingfluency_2005.pdf) .  
Accessed on 21 January 2014, 09.45

Each aspect of fluency has a clear connection to text comprehension. Without accurate word reading, the reading, the reader will have no access to the author's intended meaning, and inaccurate word reading can lead to misinterpretations of the text. Poor automaticity in word or slow, laborious movement through the text taxes the reader's capacity to construct an ongoing interpretation of the text. Poor prosody can lead to confusion through inappropriate or meaningless groupings of words or through inappropriate applications of expression.<sup>31</sup>

### 3. **The Correlation between Reading Comprehension and Reading Fluency**

Reading comprehension is the ability to translate the written symbols into meaningful ideas. Reading comprehension means understanding the text, as the idea of the writer. Reading for comprehension involves the following factors: reading is an interaction between reader and the text and the between writer and the text, reader must have competence of predicting what text is about, the reader must be able to make sense of the ideas conveyed in the text so that, misunderstanding of the content of the text can be avoided, the reader must get the general idea of the text, and the reader must get the gist of the text. Burns et al ( 1984 : 2) states that, reading comprehension ability is the ability in speed and comprehends about the content in the text.

As we know fluency is the speed, accuracy, and prosody of oral reading. (Applegate, Applegate and Modla, 2011, p. 513 ). On the other hand, comprehension is complex cognitive process that involves integrating information, making inferences, and constructing meaning from text. (Cain&Oakhill, 2006) So the main goal of reading is to understand what we read and take meaning away from texts.

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<sup>31</sup> [http://www.fcrr.org/publications/publicationspdf/files/hudson\\_pullen\\_readingfluency\\_2005.pdf](http://www.fcrr.org/publications/publicationspdf/files/hudson_pullen_readingfluency_2005.pdf) accessed at 21 Januari 2016, 10.06

It is important to understand what influences reading comprehension so we can help students be more successful readers in all areas.

In conclusion, there is a necessary connection between reading comprehension and reading fluency. Reading comprehension needed to reading fluency, so the students know what actually they say.

## **B. Theoretical Framework**

This section describes two variables: reading comprehension and reading fluency respectively. The first variable reading comprehensions followed by its definition and its elements. And the second, reading fluency is followed by its definition and its elements too.

From the two variables above, we can conclude the theoretical framework as follows:

1. If the students have little of reading comprehension, the students' reading is not fluency
2. If the students have much of reading comprehension, the students' fluency is good

## **C. Previous Research Finding**

Based on the literature review conducted by the author, the author found some relevant result research and closely related to the variables of research by the author, are as follows

1. Mei Yuliani, in their thesis entitled<sup>32</sup> "The Correlation Study between Students' Ability in Reading Comprehension and Writing Procedure Text of the Seventh Grade Students of SMPN 4 Ponorogo in Academic Year 2009/2010". In the thesis, it is

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<sup>32</sup> Mei Yuliani, "The Correlation Study between Students' Ability in Reading Comprehension and Writing Procedure Text of the Seventh Grade Students of SMPN 4 Ponorogo in Academic Year 2009/2010" Skripsi, Ponorogo: STAIN Ponorogo, 2010

revealed that the students have high sense of responsibility and ability in reading comprehension of English text.

2. Hanik Habibah, in their thesis entitled<sup>33</sup> "The Correlation between Reading Fluency and Reading Comprehension Achievement of the Eighth Grade Students of MTS Paradigma Palembang". In the thesis, it is revealed that the students have high sense of responsibility and achievement in reading fluency. This research theory focuses on the reading fluency to the object research.

In this thesis, the author wanted to investigate the correlation study between reading comprehension and reading fluency. From this study are expected to provide positive feedback to the various parts who are responsible for improving the quality of education at MTsN Geneng Ngawi.

#### **D. Hypotheses**

In this study we use two hypotheses. They are:

- a. Alternative Hypo (Ha)

There is any correlation between students' ability in reading comprehension and reading fluency of the eighth grade students of MTsN Geneng Ngawi in Academic Year 2016/2017

- b. Null Hypo (Ho)

There is no any correlation between students' ability in reading comprehension and reading fluency of the eighth grade students of MTsN Geneng Ngawi in Academic Year 2016/2017

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<sup>33</sup> Hanik Habibah, "The Correlation between Reading Fluency and Reading Comprehension Achievement of the Eighth Grade Students of MTS Paradigma Palembang" Skripsi, Palembang: UIN Raden Fattah, 2016



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of the Research

##### 1. Place of the Research

This research takes place at MtsN Geneng Ngawi. It is located at Jl. Raya Geneng Kendal KM. 17 Ngawi. The research for selecting the school is reachable. It enables the researcher to conduct the research more effectively.

##### 2. Time and Place

This research is conducted for 3 months, 2 July 2016 to 2 Oktober 2016. The research activities are presented in the following:

###### a. Preparation

The researcher proposes the title of the research, reviews references relate to research problems, observer the place of research, and arrange the research instrument. All of the activities are conducted from 8 July to 20 August 2016.

###### b. Application

The researcher collects data, codes and analysis the collected data and then makes a conclusion of the data analysis. All of the activities are conducted from 3 September to 29 September 2016.

###### c. Reporting

Reporting the results of study is conducted from 2 Oktober to 5 Oktober 2015.

The researcher arranges the report format and the final report.



## B. Researcher Design

This research applies a *quantitative approach* and this research applies a *correlative research*. “Correlative research is aimed to find whether or not the correlation, and if there is correlation, how firm that correlation and the significances and insignificances its correlation.”<sup>34</sup>”Research is aimed to know the correlation of variable with other variable. Correlation between one variable with some variables explain with correlation coefficient and significance statistically.”<sup>35</sup>

Thus, a correlative research has a goal of finding whether there is a correlation between one variable and another or not. This research has a goal of finding whether there is a correlation between students’ ability in reading comprehension and reading fluency or not. This chapter presents the description of research methodology that is applied in this research.

“Research design is plan about technique of collecting data so that can be economically and compatible with the significance of the study.”<sup>36</sup>Thus, research design is a plan of collecting and analyzing data in order to match the research objectives. It also can be stated that research design is a guide for the researcher to conduct a scientific research. It gives the researcher a description of in what ways data is collected, coded, and analyzed. It is a well-organized plan of achieving the researcher objectives.

This research promotes a hypothesis “There is a correlation between reading comprehension and reading fluency to the eighth grade of MtsN Geneng Ngawi in Academic Year 2016/2017”. The hypothesis offers two variables; x variable and y

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<sup>34</sup>ArikuntoSuharsimi, *ProcedurPenelitian: SuatuPendekatanPraktek: EdisiRevisi V*, (Jakarta: PT. RinekaCipta, 2002), 239.

<sup>35</sup> Nana SyaodihSukamadinata, *MetodePenelitianPendidikan*, (Bandung: PT RemajaRosdakarya, 2005), 56.

<sup>36</sup> S. Nasution, *Metode Research*, (Bandung: Jemmars, 1982), 31.

variable. X variable is identified as the reading comprehension and Y variable is identified as the reading fluency. Both the reading comprehension and reading fluency measured through tests. The result of the tests is used to examine whether there is a significant correlation between students' ability in reading comprehension and reading fluency to the eighth grade of MtsN Geneng Ngawi in Academic Year 2016/2017 or not.

### C. Population and Sample

#### 1. Population

“Population is all numbers of well-defined class of people event or object.”<sup>37</sup>

Population is *“kumpulan yang lengkap dari elemen – elemen yang sejenis akan tetapi dapat dibedakan karena karakteristiknya”*.

Based on the statement above, this research takes the eighth grade students of MtsN Geneng Ngawi in academic year 2016/2017 as the population. The total number of population is 256 students.

#### 2. Sample

Sample is a part of group that represents the population.<sup>38</sup> In this research, researcher applies random sampling as the sampling technique. This research, researcher takes 36 students of the eighth grade students of MtsN Geneng Ngawi in academic year 2016/2017 as the sample. The sample is 13,16% from the population. They are the students of class VII B. On the other hand, sample unit that connected suitable with certain criteria that applied based on the significance of the research.”<sup>39</sup>

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<sup>37</sup>Margono. *Metodologi Penelitian Pendidikan*, 54.

<sup>38</sup>*Ibid*, 104.

<sup>39</sup>*Ibid*, 107.

Thus, the sample of this research is taken by considering certain characteristics that have a connection with the characteristics of population. The characteristics of population are the basic consideration of determining the sample.

### 3. Respondent

The definition of respondent is: "Respondent comes from word 'respond' or 'penanggap', is people who perceive something. In research, respondent is people asked to give explanation about reality and opinion. Those explanation can be given in written form; when fill the questionnaire, or oral when answer the interview."<sup>40</sup>

In this research, the researcher uses the eighth grade students of class B of MtsN Geneng Ngawi in academic year 2016/2017 as respondents.

## D. Instrument of Data Collection

### 1. Test

Each test provides the test-takers with 45 minutes. In reading comprehension and reading fluency, the researcher would conduct with 40 items in multiple choices. The maximum score of reading comprehension test is 40 ( $1 \times 40 = 40$ ). And the minimum score reading comprehension is 0. The reading fluency test consists of 20 questions. 20 questions are in the forms of multiple choice questions. The students can use the reading comprehension in the reading fluency test.

In this research, test is applied to measure students' reading comprehension and students' reading fluency to the Eighth Grade of MtsN Geneng Ngawi in Academic Year 2016/2017.

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<sup>40</sup>Suharsimi, *Prosedur Penelitian*, 122.

## 2. Questionnaire

Questionnaire is multiple choice items.<sup>41</sup> Each test provides the test-takers with 45 minutes. In reading comprehension and reading fluency in forms questioners, the researcher would conduct with 12 items. The reading comprehension consists of 6 items and reading fluency consists of 6 items. The maximum score of reading comprehension and reading fluency is 10 ( $6 \times 5 : 3 = 10$ ). And the minimum score of reading comprehension and reading fluency is 0. In this research use closed questions.

## 3. Interview

To know something the researcher interview with the teacher and the students of class B of MtsN Geneng Ngawi the way give questions to them about all of reading comprehensions and reading fluency.

## 4. Document

It uses the transcript and files gotten from the research.

## E. Technique of Collecting Data

Data is one of essential components in a research activity. The accurate data is starting point to conduct a research. To collect data, it is necessary for the researcher to select appropriate methods. In connection with this case, “one of aspect in the research is collecting data, because this data will be the material of analysis that useful to get the solution of the problems that is being face.”<sup>42</sup>

Thus, collecting of data is a systematic procedure by rules. The methods for collecting data and the research problems that will be solved are closely related. Based on

<sup>41</sup>Ridwan, *Skala Pengukuran Variabel – Variabel Penelitian* (Bandung: Alfabeta, 2003), 12.

<sup>42</sup>Mustafa Edwin Nasution, et al., *Proses Penelitian Kuantitatif*, (Jakarta: Lembaga Penerbit Fakultas Ekonomi Universitas Indonesia, 2007), 95.

the statement above, this research promotes test and documentation methods for collecting data.

### 1. Test

The students have the external standards that must be reached. The teacher needs to know where they stand. Therefore, it is necessary for the teacher to conduct a test in the teaching-learning process. The overall purpose of testing is to provide the teacher with the students' ability and how far the learning-process can work. "To measure whether there and huge of ability of object that researched, is using test."<sup>43</sup> Thus, test is used to measure skills or abilities of the observed objects. Based on the definition above, it can be concluded that is a series of practices of questions that is used to motivate the students and as a means of measuring skills, knowledge, intelligence, and talent.

The test is constructed by the researcher based on the standardized procedures for making test. The test is divided into two sections. The first test is for the reading comprehension and the second test is for the reading comprehension. The reading tests provided here are a combination of multiple choice, short-answer, and long-answer questions. The short-answer and long-answer questions are designed to have students process the information in the passage, analyze it, and organize it for the answer. In this way, these practice questions are designed to have students' analytical abilities, not just comprehension. 1) Multiple – Choice Questions. The multiple – choice questions have four possible answers labeled A, B, C, D or F, G, H, I. the students will choose one answer per question. Each question correctly answered is

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<sup>43</sup>Suharsimi, *Prosedur Penelitian*, 198.



given one point. 2) Short – Answer Questions. The short – answer questions have a “Read, Think, and explain” symbol next to them. Students should spend about three to five minutes answering each short – answer question on the lines provided. Each question answered correctly is given up to two points; partial credit is given. There can be some variation in the answers. 3) Long – Answer Questions. The long – answer questions have a “Read, Think, and explain” symbol with more lines next to them. Students should spend about seven to ten minutes answering each long – answer question on the lines provided. Each question correctly answered is given up to four points and partial credit is given. There can be some variation in the answers. This test uses multiple choice questions.<sup>44</sup>

## 2. Questionnaire

Questionnaire is a technique of gathering information that allows analysts to study the attitudes, beliefs, behaviors, and characteristics of some key people in an organization that could be affected by the proposed system or by existing systems. By using questionnaires, an analyst attempting to measure what was found in the interview, and also to determine how broad or limited sentiments expressed in an interview.

Use of appropriate questionnaire if: 1. Respondent (the person who respondents or answer questions) far from each other. 2. Involves a number of people in the project system, and is useful to know what proportion of a particular group who approve or not approve a country feature of the proposed system. 3. Conducting a study to find out something and what to find all the opinions before the project is

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<sup>44</sup><http://umam6789.student.umm.ac.id/> Accessed on May 04<sup>th</sup> 2016.



given the system a certain clues. 4. What to believe that problems in the existing system can be identified and discussed in the follow-up interview.

These instructions should be followed when choosing a language for the questionnaire were as follows:

- a. Use the language of the respondent at any time if possible. Try not to let her words remain simple
- b. Working with the more specific is better than lack of clarity in your choice of words. Avoid using specific questions
- c. Questions should be brief
- d. Do not take sides respondents with their sn to speak with a choice of lower – level language
- e. Avoid bias in the choice of words. Also avoid bias in the questions difficult
- f. Give the right questions to the respondent (is the people who is able to respond). Do not assume they know much
- g. Make sure that these questions are technically accurate before using it
- h. Use software to check whether the reading level is appropriate for the respondents<sup>45</sup>

Questionnaire is a number of written questions that used to collect information from the respondents about themselves or features as they know.<sup>46</sup> In this research, questionnaire is used to know how the students' able to get understanding, information and explanation about something from the text. The questionnaire will be given to the students of class VIII B.

<sup>45</sup><http://alfside.wordpress.com/2008/10/28/pengertian-kuisoner/>. Accessed on May 04<sup>th</sup> 2016

<sup>46</sup>*Ibid*, 124.

### 3. Interview

Interview is used as technique of the data collection if researcher wants to study the introduction to find the problems that must research, and if researcher wants to know something from respondent more intensify.<sup>47</sup> Thus, the researcher uses this method to collect data about the history of the object of research. To know something the researcher interview with the teacher and the students of class B of MtsN Geneng Ngawi.

### 4. Documentation

It is things recorded. They are files, books, newspaper, magazine, ruler, etc. it is used to know more information about MtsN Geneng Ngawi.

## F. Technique of the Data Analysis

The data that have been collected by using research instrument to be analyzed. Dealing research construction, it correlates between two variables and two data that were obtained are interval. Thus, to know whether or not there is significant correlation between reading comprehension and reading fluency to the eighth grade students of MtsN Geneng Ngawi in academic year 2016/2017, the technique of correlation product moment by Karl Pearson was used.

The formulation is follows:

$$r_{xy} = \frac{\frac{\sum x'y'}{N} - Cx'Cy'}{SDx'SDy'}$$

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<sup>47</sup>Sugiyono, *Metode Penelitian Pendidikan*, 194.

$\Sigma x'y'$  : The total number of score multiplication of variable x (reading comprehension) and variable y (reading fluency)

$Cx'$  : Correction values of variable x,  $Cx' = \frac{\Sigma fx'}{N}$

$Cy'$  : Correction values of variable y,  $Cy' = \frac{\Sigma fy'}{N}$

$SDx'$  : Standard of deviation variable x

$SDy'$  : Standard of deviation variable y

$N$  : Number of cases

**Table 1.1**

**The Indexes of Correlation**

No.	Scale	Interpretation
1.	0.800 – 1.000	High Correlation
2.	0.600 – 0.800	Sufficient Correlation
3.	0.400 – 0.600	Fair Correlation
4.	0.200 – 0.400	Low Correlation
5.	0.000 – 0.200	Very Low Correlation

## **CHAPTER IV**

### **RESEARCH METHOD**

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

##### **1. Place of the Research**

This research takes place at MtsN Geneng Ngawi. It is located at Jl. Raya Geneng Kendal KM. 17 Ngawi. The research for selecting the school is reachable. It enables the researcher to conduct the research more effectively.

##### **2. Time and Place**

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###### **d. Preparation**

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###### **e. Application**

The researcher collects data, codes and analysis the collected data and then makes a conclusion of the data analysis. All of the activities are conducted from 3 September to 29 September 2016.

###### **f. Reporting**

Reporting the results of study is conducted from 2 Oktober to 5 Oktober 2015.

The researcher arranges the report format and the final report.

### 3. Geographical Location

Street : Jl. Raya Geneng KM.17

Sub district : Gerih

Regency : Ngawi

Province : East Java

MTsN Geneng Ngawi has not too good location because this school in the village. It is so far from the center of Ngawi city. There is easy for transportation but it is not supported by the ease transportation. That is not become a problem to everyone who want to visit that school because have a good street. There are makes everyone can visit that school easily.

MTsN Geneng Ngawi is one of the country's educational institutions. Located in the district Gerih groove East Java town of Ngawi with its limits:

- North side: Widodaren, Gerih
- The south : Ginuk, Karas, Magetan
- West side : Majasem, Kendal
- The east : Kuwon, Karas, Magetan

### 4. The Vision, mission, and goals of school educations

- **Vision** :

Achievement, cultural awareness, morality, innovates based on faith and piety.

Indicator vision: Achievement in the acquisition on Nun

- (1) Excel in the competition to continue to pursue education at the top
- (2) Mathematics and science achievement in the field
- (3) Achievement in sports

- (4) Achievement in the field of implementing the religious teachings
- (5) The realization of the values of solidarity towards fellows at both school community
- (6) The realizing of human recourses that have the capability and readiness in the face of developments
- (7) Achievements IMTAQ

- **Mission :**

- (1) Develop curriculum in accordance with national education standards
- (2) Optimizing the learning process
- (3) Improve academic achievement and non academic
- (4) Optimizing the implementation of sustainable authentic judgment
- (5) Develop a dignified and civilized behavior
- (6) Grow a critical attitude, innovative and constructive in addressing the educational government
- (7) Carry out activities in accordance with religious teachings IMTAQ respectively

- **The Purpose of School Education :**

By the end of the school year 2016/2017 the school can:

- (1) Develop and implement educational curriculum unit level and be able to provide maximum service to students according to national standards of education
- (2) Optimizing the learning process is by using the relevant methods and media
- (3) Improve academic achievement with a value above the minimum criterion of exhaustive (KKM) that have been determined



- (4) Develop the potential of students through extracurricular activities according to their talents and interests in the possession
- (5) Achievement in the field of sports, arts and culture district
- (6) Received the achievement in the field of mathematics and science at the district level
- (7) Optimizing the implementation of authentic assessment on an ongoing basis
- (8) Allowing say hello, thank you and sorry ( English language, Java, Indonesia and Arabic)
- (9) Allowing behave polite, friendly, and care for other both in school and outside school
- (10) Allowing students carry out activities like reading science and technology, religious and physical
- (11) Optimizing the counseling service
- (12) Developing and improving capability and competence of teachers and educational
- (13) To equip the students to implement the teachings of the religion through prayer in congregation and reading and writing of the Quran

## 5. Facilities and Infra Structure of MTsN Geneng Ngawi

**Table 1.2**

### Situation of building the school MTsN Geneng Ngawi

In Academic Year 2016/2017

No.	Type	Total	Condition
1	Classroom Space	21	Good
2	Library Space	1	Good
3	Headmaster Space	1	Good
4	Teachers Space	1	Good
5	Arrangement effort Space (TU)	1	Good
6	OSIS Space	1	Good
7	Bathroom Space	4	Good
8	Computer Space	1	Good
9	Warehouse	1	Good
10	Skills Space	1	Good
11	UKS Space	1	Good
12	Multimedia Space	1	Good
13	Space Students	1	Good
14	Worship Space	1	Good

**Table 1.3**

### Teaching Aid and Educational Support in the School MTsN Geneng Ngawi

In Academic Year 2016/2017

No	Type of Equipment	Total	Condition
1	Office Equipment	2	Good
2	Student Computer (Laboratories)	21	Good
3	Soccer Ball	2	Good
4	Office Cupboard	3	Good
5	Table Tennis	1	Good
6	Boy Scout Tent	3	Good
7	Bookshelves	2	Good
8	Education Television	2	Good
9	Mattress	2	Good
10	Volley Net	1	Good

## 6. The Teacher's and Students' Condition of MTsN Geneng Ngawi

- a. There are 29 teachers (26 as permanent teachers and 3 non-permanent teachers) and 15 officers.

**Table 1.4**

### **The Teachers' Condition of MTsN Geneng Ngawi In Academic Year 2016/2017**

<b>No</b>	<b>Name</b>	<b>NIP</b>
1	Drs. Asep Nahrowi Mustaqim	Permanent
2	H. Sanuri, S. Pd. I	Permanent
3	Dra. Pujianingsih	Permanent
4	Drs. Mukibbudin, M.Pd. I	Permanent
5	Drs. H. Sukamto	Permanent
6	Endang Suhartini, S. Pd	Permanent
7	Dra. Satinem	Permanent
8	Romelan, S. Pd. M. Pd. I	Permanent
9	M. Alfian Adrianto, S. Pd	Permanent
10	Mimin Sih Winurmi, S. Pd	Permanent
11	Nur Kholis, S. Ag. M. Pd. I	Permanent
12	Siti Fathonah, S. Pd	Permanent
13	Uswatun Hasanah, S. Ag. M. Pd. I	Permanent
14	Sido, S. Pd	Permanent
15	Masyruchin, S. Pd	Permanent
16	Nur Wahid, S. Pd	Permanent
17	Sujari, S. Ag	Permanent
18	Arif Rohman, S. Pd	Permanent
19	Wiwik Renawati, S. Pd	Permanent
20	Marfi'atin, S. Ag. M. Pd. I	Permanent
21	Nana Najibah, S. Pd	Permanent
22	Astuti, S. Pd	Permanent
23	Nida Sa'adah, S. Pd. I	Permanent
24	Arofatul Muthoharoh, S. Pd. I	Permanent
25	Alif Purnamasari, S. Pd. I	Permanent
26	Binti Juwita Nur H, S. Pd	Permanent
27	Rifq iNurmalasari, S. Pd	Non Permanent
28	Muhibbatul Hikmah, S. Pd. I	Non Permanent
29	Nur Hasan Abdullah, S. Pd	Non Permanent

- b. MTs NGeneng Ngawi has 21 classes, consists of 802 students. The females 389 and males 413. It divided into three grade; first grade, second grade and third grade.

**Table 1.5**

**The Students' Condition of MTsN Geneng Ngawi**

**In Academic Year 2016/2017**

No	Class	Male	Female	Total
1	VII – A	19	17	36
2	VII – B	18	18	36
3	VII – C	17	18	35
4	VII – D	18	18	36
5	VII – E	19	17	36
6	VII – F	20	18	38
7	VII – G	20	17	37
8	VIII – A	21	19	40
9	VIII – B	19	28	40
10	VIII – C	18	22	40
11	VIII – D	20	20	40
12	VIII – E	18	22	40
13	VIII – F	18	21	39
14	VIII – G	18	22	40
15	IX – A	20	20	40
16	IX – B	20	20	40
17	IX – C	18	20	38

<b>18</b>	<b>IX – D</b>	<b>18</b>	<b>20</b>	<b>38</b>
<b>19</b>	<b>IX – E</b>	<b>18</b>	<b>20</b>	<b>38</b>
<b>20</b>	<b>IX – F</b>	<b>16</b>	<b>22</b>	<b>38</b>
<b>21</b>	<b>XI – G</b>	<b>16</b>	<b>21</b>	<b>37</b>
<b>JUMLAH</b>		<b>389</b>	<b>413</b>	<b>802</b>

## B. Data Description

### 1. Test

In this research, questionnaire is used to know how the students' able to get understanding, information and explanation about something from the text. And this research also used to know how the students readings the text loudly is fluency or not. The following is the scores of reading comprehension and reading fluency.

**Table 1.6**

### **Scores of Reading Comprehension Test**

<b>No.</b>	<b>Names of Students</b>	<b>Scores</b>
<b>1</b>	Achmad	<b>14</b>
<b>2</b>	Agni Nadya Yunita	<b>17</b>
<b>3</b>	Agus Setiawan	<b>16</b>
<b>4</b>	Alifia Saru Nurjannah	<b>16</b>
<b>5</b>	Alvin Bagus Tri S	<b>17</b>
<b>6</b>	Andhika Yudhistira	<b>17</b>
<b>7</b>	Binti Nurkhonifah	<b>15</b>
<b>8</b>	David Faldiansyah	<b>14</b>
<b>9</b>	Deny Hendra Wijaya	<b>17</b>
<b>10</b>	Dian Nikmal A	<b>17</b>

<b>11</b>	Dimas Riza Amirul	<b>16</b>
<b>12</b>	Dini Safitri	<b>17</b>
<b>13</b>	Doni Saputra	<b>12</b>
<b>14</b>	Efvilla Novalia	<b>17</b>
<b>15</b>	Feri Pradana	<b>12</b>
<b>16</b>	Gista Sukma P	<b>13</b>
<b>17</b>	Hardiyanti Laras G	<b>14</b>
<b>18</b>	Hera Trisiana AS	<b>16</b>
<b>19</b>	Intan Prasetyo AT	<b>16</b>
<b>20</b>	Khusni Mubarak AL	<b>13</b>
<b>21</b>	Linda Mutiara Sari	<b>16</b>
<b>22</b>	Lucky Wahyudi	<b>13</b>
<b>23</b>	M. Rijaldi Nasrullah	<b>18</b>
<b>24</b>	Ma'ruf Hadi M	<b>12</b>
<b>25</b>	Makruf Sariffudin	<b>15</b>
<b>26</b>	Mufida Windi Istiani	<b>16</b>
<b>27</b>	Munyawa Bangun S	<b>17</b>
<b>28</b>	Ngaini Rosalina	<b>18</b>
<b>29</b>	Nita Kusuma N	<b>17</b>
<b>30</b>	Roudhotul Miul H	<b>15</b>
<b>31</b>	Shafitri Ayu LA	<b>18</b>
<b>32</b>	Siti Istikomah	<b>17</b>
<b>33</b>	Siti Zulfatul	<b>16</b>
<b>34</b>	Steven Hangga RH	<b>17</b>
<b>35</b>	Wilian Yuntoro P	<b>17</b>
<b>36</b>	Yogo Dwi Saputra	<b>12</b>



**Table 1.7**  
**Scores of Reading Fluency Test**

<b>No.</b>	<b>Names of Students</b>	<b>Scores</b>
<b>1</b>	Achmad	<b>17</b>
<b>2</b>	Agni Nadya Yunita	<b>19</b>
<b>3</b>	Agus Setiawan	<b>18</b>
<b>4</b>	Alifia Saru Nurjannah	<b>18</b>
<b>5</b>	Alvin Bagus Tri S	<b>19</b>
<b>6</b>	Andhika Yudhistira	<b>19</b>
<b>7</b>	Binti Nurkhonifah	<b>17</b>
<b>8</b>	David Faldiansyah	<b>16</b>
<b>9</b>	Deny Hendra Wijaya	<b>19</b>
<b>10</b>	Dian Nikmal A	<b>19</b>
<b>11</b>	Dimas Riza Amirul	<b>19</b>
<b>12</b>	Dini Safitri	<b>19</b>
<b>13</b>	Doni Saputra	<b>13</b>
<b>14</b>	Efvilla Novalia	<b>15</b>
<b>15</b>	Feri Pradana	<b>16</b>
<b>16</b>	Gista Sukma P	<b>14</b>
<b>17</b>	Hardiyanti Laras G	<b>18</b>
<b>18</b>	Hera Trisiana AS	<b>14</b>
<b>19</b>	Intan Prasetyo AT	<b>18</b>
<b>20</b>	Khusni Mubarak AL	<b>13</b>
<b>21</b>	Linda Mutiara Sari	<b>18</b>
<b>22</b>	Lucky Wahyudi	<b>14</b>
<b>23</b>	M. Rijaldi Nasrullah	<b>19</b>
<b>24</b>	Ma'ruf Hadi M	<b>19</b>
<b>25</b>	Makruf Sariffudin	<b>17</b>
<b>26</b>	Mufida Windi Istiani	<b>14</b>
<b>27</b>	Munyawa Bangun S	<b>16</b>

<b>28</b>	Ngaini Rosalina	<b>16</b>
<b>29</b>	Nita Kusuma N	<b>19</b>
<b>30</b>	Roudhotul Miul H	<b>16</b>
<b>31</b>	Shafitri Ayu LA	<b>18</b>
<b>32</b>	Siti Istikomah	<b>18</b>
<b>33</b>	Siti Zulfatul	<b>18</b>
<b>34</b>	Steven Hangga RH	<b>14</b>
<b>35</b>	Wilian Yuntoro P	<b>19</b>
<b>36</b>	Yogo Dwi Saputra	<b>13</b>

## 2. Questionnaire

In this research, questionnaire is used to know how the students' able to get understanding, information and explanation about something from the text. And this research also used to know how the students readings the text loudly is fluency or not.

The following is the scores of reading comprehension and reading fluency

**Table 1.8**

### **Score of Reading Comprehension**

<b>No.</b>	<b>Names of Students</b>	<b>Scores</b>
<b>1</b>	Achmad	<b>2</b>
<b>2</b>	Agni Nadya Yunita	<b>5</b>
<b>3</b>	Agus Setiawan	<b>5</b>
<b>4</b>	Alifia Saru Nurjannah	<b>7</b>
<b>5</b>	Alvin Bagus Tri S	<b>7</b>
<b>6</b>	Andhika Yudhistira	<b>4</b>
<b>7</b>	Binti Nurkhonifah	<b>8</b>
<b>8</b>	David Faldiansyah	<b>8</b>
<b>9</b>	Deny Hendra Wijaya	<b>7</b>

<b>10</b>	Dian Nikmal A	<b>8</b>
<b>11</b>	Dimas Riza Amirul	<b>3</b>
<b>12</b>	Dini Safitri	<b>6</b>
<b>13</b>	Doni Saputra	<b>7</b>
<b>14</b>	Efvilla Novalia	<b>7</b>
<b>15</b>	Feri Pradana	<b>2</b>
<b>16</b>	Gista Sukma P	<b>3</b>
<b>17</b>	Hardiyanti Laras G	<b>6</b>
<b>18</b>	Hera Trisiana AS	<b>6</b>
<b>19</b>	Intan Prasetyo AT	<b>2</b>
<b>20</b>	Khusni Mubarak AL	<b>6</b>
<b>21</b>	Linda Mutiara Sari	<b>6</b>
<b>22</b>	Lucky Wahyudi	<b>7</b>
<b>23</b>	M. Rijaldi Nasrullah	<b>8</b>
<b>24</b>	Ma'ruf Hadi M	<b>6</b>
<b>25</b>	Makruf Sariffudin	<b>7</b>
<b>26</b>	Mufida Windi Istiani	<b>3</b>
<b>27</b>	Munyawana Bangun S	<b>6</b>
<b>28</b>	Ngaini Rosalina	<b>6</b>
<b>29</b>	Nita Kusuma N	<b>7</b>
<b>30</b>	Roudhotul Miul H	<b>2</b>
<b>31</b>	Shafitri Ayu LA	<b>6</b>
<b>32</b>	Siti Istikomah	<b>3</b>
<b>33</b>	Siti Zulfatul	<b>4</b>
<b>34</b>	Steven Hangga RH	<b>8</b>
<b>35</b>	Wilian Yuntoro P	<b>4</b>
<b>36</b>	Yogo Dwi Saputra	<b>5</b>

**Table 1.9**  
**Score of Reading Fluency**

<b>No.</b>	<b>Names of Students</b>	<b>Scores</b>
<b>1</b>	Achmad	<b>5</b>
<b>2</b>	Agni Nadya Yunita	<b>7</b>
<b>3</b>	Agus Setiawan	<b>6</b>
<b>4</b>	Alifia Saru Nurjannah	<b>6</b>
<b>5</b>	Alvin Bagus Tri S	<b>8</b>
<b>6</b>	Andhika Yudhistira	<b>6</b>
<b>7</b>	Binti Nurkhonifah	<b>7</b>
<b>8</b>	David Faldiansyah	<b>7</b>
<b>9</b>	Deny Hendra Wijaya	<b>8</b>
<b>10</b>	Dian Nikmal A	<b>4</b>
<b>11</b>	Dimas Riza Amirul	<b>6</b>
<b>12</b>	Dini Safitri	<b>9</b>
<b>13</b>	Doni Saputra	<b>9</b>
<b>14</b>	Efvilla Novalia	<b>9</b>
<b>15</b>	Feri Pradana	<b>4</b>
<b>16</b>	Gista Sukma P	<b>4</b>
<b>17</b>	Hardiyanti Laras G	<b>9</b>
<b>18</b>	Hera Trisiana AS	<b>6</b>
<b>19</b>	Intan Prasetyo AT	<b>3</b>
<b>20</b>	Khusni Mubarok AL	<b>4</b>
<b>21</b>	Linda Mutiara Sari	<b>8</b>
<b>22</b>	Lucky Wahyudi	<b>8</b>
<b>23</b>	M. Rijaldi Nasrullah	<b>4</b>
<b>24</b>	Ma'ruf Hadi M	<b>9</b>
<b>25</b>	Makruf Sariffudin	<b>9</b>
<b>26</b>	Mufida Windi Istiani	<b>3</b>

27	Munyawana Bangun S	9
28	Ngaini Rosalina	3
29	Nita Kusuma N	8
30	Roudhotul Miul H	3
31	Shafitri Ayu LA	9
32	Siti Istikomah	8
33	Siti Zulfatul	8
34	Steven Hangga RH	9
35	Wilian Yuntoro P	8
36	Yogo Dwi Saputra	9

### C. Data Analysis

#### 1. Calculating reading comprehension test

Score of reading comprehension test

---

14 17 16 16 17 17 15 14 17  
 17 16 17 12 17 12 13 14 16  
 16 13 16 13 18 12 15 16 17  
 18 17 15 16 18 17 16 17 12

Score of reading fluency

---

17 19 18 18 17 19 17 16 19  
 19 19 19 13 15 16 14 18 14  
 18 13 18 14 19 19 17 14 16  
 16 19 16 18 18 18 14 19 13

After collecting data, the analysis data is conducted by applying the steps as follows:

Step 1 : Ha: There was a significant correlation between variable X and variable Y  
Ho: There was not a significant correlation between variable X and variable Y

Step 2 : Preparing the correlation chart; the up side is variable X where the lowest score in the left side, and the highest score in the right side. The down side is variable Y where the lowest score in the bottom and the highest score in the top side

Step 3 : In putting the data to the correlation table of Product Moment, and completing the chart by filling up and summing up  $fy'$ ,  $f(y')^2$ ,  $x'y'$ ,  $fx'$ ,  $f(x')^2$  columns.

Step 4 : Calculating by applying the formula:

$$Cx' = \frac{\sum fx'}{N} = \frac{17}{36} = 0,47$$

$$Cy' = \frac{\sum fy'}{N} = \frac{33}{36} = 0,80$$

Step 5 : Calculating the Standard of Deviation

$$\begin{aligned} SDx &= i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\ &= 1 \sqrt{\frac{133}{36} - \left(\frac{17}{36}\right)^2} \\ &= \sqrt{3,69 - (0,47)^2} \\ &= \sqrt{3,69 - 0,2209} \end{aligned}$$



$$= \sqrt{3,4691}$$

$$= 1,86255201$$

$$SD_y = i \sqrt{\frac{\sum f_y^2}{N} - \left(\frac{\sum f_y'}{N}\right)^2}$$

$$= 1 \sqrt{\frac{169}{36} - \left(\frac{33}{36}\right)^2}$$

$$= \sqrt{4,69 - (0,80)^2}$$

$$= \sqrt{4,69 - 0,64}$$

$$= \sqrt{4,05}$$

$$= 2,01246118$$

Step 6 : Calculating  $r_{xy}$  by applying formula:

$$r_{xy} = \frac{\frac{\sum x'y'}{N} - C_x' C_y'}{SD_x' SD_y'}$$

$$= \frac{\frac{85}{36} - (0,47) \cdot (0,80)}{(1,86225201) \cdot (2,01246118)}$$

$$= \frac{2,36 - 0,376}{3,74831362}$$

$$= \frac{1,984}{3,74831362}$$

$$= 0,5293047$$

$$= 0,53$$

Step 7 : Calculating degrees of freedom ( $df$ )

$$Df = N - nr$$

$$= 36 - 2$$

$$= 34$$

Step 8 : Determining the significant standard 5% and 1% in the Product Moment table ( $r_t$ )

For the significant standard 5%  $r$  table is 0,325  $r_{xy} > r$  table, thus  $H_0$  is rejected.

For the significant standard 1%  $r$  table is 0,418  $r_{xy} > r$  table, thus  $H_0$  is rejected.

Step 9 : Making conclusion by comparing the sixth, seventh, and eighth step. The value of  $r_{xy} = 0,53$  is higher than  $r$  table. The statement means that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) unrejected. Thus, it can be stated that there is a significant correlation between reading comprehension and reading fluency of the eighth grade students of MTsN Geneng Ngawi in Academic Year 2016/2017.

## 2. Calculating reading comprehension and reading fluency questionnaire

Score of reading comprehension questioners

2	5	5	7	7	4	8	8	7
7	3	6	7	7	2	3	3	6
2	6	6	7	8	6	7	3	6
6	7	2	6	3	4	8	4	5

## Score of reading fluency

5	7	6	6	8	6	7	7	8
8	6	9	9	9	4	4	3	6
3	4	8	8	4	9	9	3	9
3	8	3	9	8	8	9	8	9

After collecting data, the analysis data is conducted by applying the steps as follows:

- Step 1 : Ha: There was a significant correlation between variable X and variable Y  
Ho: There was not a significant correlation between variable X and variable Y
- Step 2 : Preparing the correlation chart; the up side is variable X where the lowest score in the left side, and the highest score in the right side. The down side is variable Y where the lowest score in the bottom and the highest score in the top side
- Step 3 : In putting the data to the correlation table of Product Moment, and completing the chart by filling up and summing up  $fy'$ ,  $f(y')^2$ ,  $x'y'$ ,  $fx'$ ,  $f(y')^2$  columns.
- Step 4 : Calculating by applying the formula:

$$Cx' = \frac{\sum fx'}{N} = \frac{23}{36} = 0,63$$

$$Cy' = \frac{\sum fy'}{N} = \frac{9}{36} = 0,25$$

Step 5 : Calculating the Standard of Deviation

$$\begin{aligned}
 SD_x &= i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\
 &= 1 \sqrt{\frac{155}{36} - \left(\frac{23}{36}\right)^2} \\
 &= \sqrt{4,305 - (0,63)^2} \\
 &= \sqrt{4,305 - 0,3969} \\
 &= \sqrt{3,9081} \\
 &= 1,9768915
 \end{aligned}$$

$$\begin{aligned}
 SD_y &= i \sqrt{\frac{\sum fy^2}{N} - \left(\frac{\sum fy'}{N}\right)^2} \\
 &= 1 \sqrt{\frac{147}{36} - \left(\frac{9}{36}\right)^2} \\
 &= \sqrt{4,083 - (0,25)^2} \\
 &= \sqrt{4,083 - 0,0625} \\
 &= \sqrt{4,0205} \\
 &= 2,0051185
 \end{aligned}$$

Step 6 : Calculating  $r_{xy}$  by applying formula:

$$\begin{aligned}
 r_{xy} &= \frac{\frac{\sum x'y'}{N} - C_x' C_y'}{SD_x' SD_y'} \\
 &= \frac{\frac{81}{36} - (0,63) \cdot (0,25)}{(1,9768915) \cdot (2,0051185)} \\
 &= \frac{2,25 - 0,1575}{3,9639017} \\
 &= \frac{2,0925}{3,9639017}
 \end{aligned}$$

$$= 0,527889$$

$$= 0,53$$

Step 7 : Calculating degrees of freedom (*df*)

$$Df = N - nr$$

$$= 36 - 2n$$

$$= 34$$

Step 8 : Determining the significant standard 5% and 1% in the Product Moment table (*rt*)

For the significant standard 5% *r* table is 0,325  $r_{xy} > r$  table, thus *H*<sub>0</sub> is rejected.

For the significant standard 1% *r* table is 0,418  $r_{xy} > r$  table, thus *H*<sub>0</sub> is rejected.

Step 9 : Making conclusion by comparing the sixth, seventh, and eighth step. The value of  $r_{xy} = 0,53$  is higher than *r* table. The statement means that null hypothesis (*H*<sub>0</sub>) is rejected and alternative hypothesis (*H*<sub>a</sub>) unrejected. Thus, it can be stated that there is a significant correlation between reading comprehension and reading fluency of the eighth grade students of MTsN Geneng Ngawi in Academic Year 2016/2017.

#### **D. Discussion**

Data analysis shows that the score of correlation is 0,53. From that data, the researcher will interpret by two ways:

a. Simple Interpretation

From the calculation, the score of correlation between X variable and Y variable is not negative. It means that the correlation is positive (the correlation is in the same direction). By paying attention to the score of  $r_{xy}$  (that is 0.53) that is between 0,40 – 0,60, it means the correlation between X variable and Y variable is fair correlation.

b. Interpretation by using the table of “r” product moment

First, the researcher determines the df of the correlation.

$$\begin{aligned} \text{Df} &= N - nr \\ &= 36 - 2 \\ &= 34 \end{aligned}$$

Df = degree of freedom

N = number of data

nr = number of variable

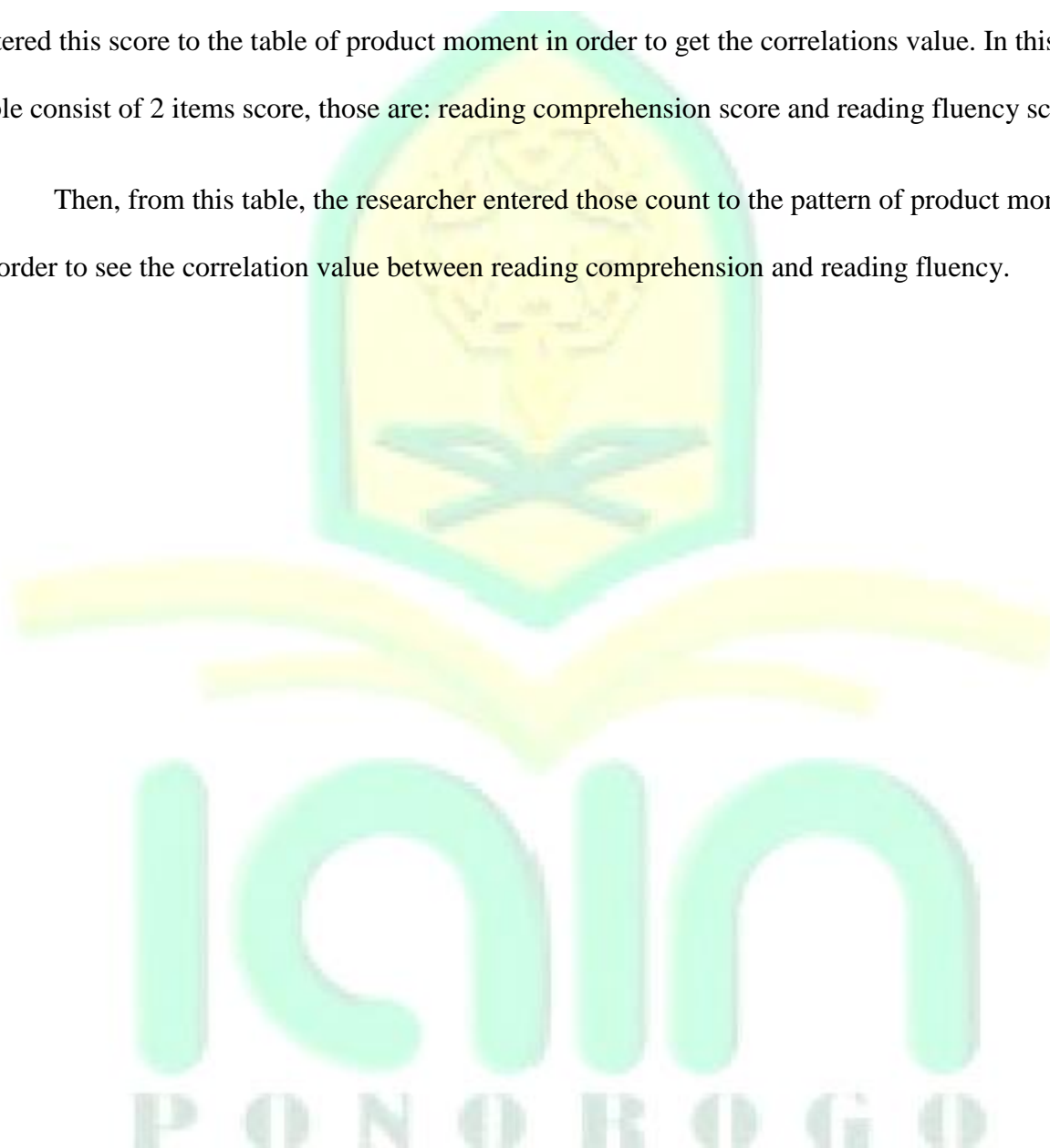
After knowing the df, the researcher checks the data based on the “r” product moment table. From that way is known that on 5% significance level the score gotten is 0,325 and the 1% significance level the score gotten is 0,418. If the score is compared with the score of the correlation ( $r_{xy}$  or  $r_o$ ) it will be seen that “r” table is less than  $r_{xy}$ . Therefore, on the two significances level, the null hypothesis is rejected and the alternative hypothesis is unrejected.



Even the correlation is fair, it can be taken a conclusion that there is a relationship between reading comprehension and reading fluency.

After finishing the reading comprehension and reading fluency scores, the researcher entered this score to the table of product moment in order to get the correlations value. In this table consist of 2 items score, those are: reading comprehension score and reading fluency score.

Then, from this table, the researcher entered those count to the pattern of product moment in order to see the correlation value between reading comprehension and reading fluency.



## CHAPTER V

### CLOSING

#### A. Conclusion

1. Based on the scores of the test given to the students, it can be stated that the students of MTsN Geneng Ngawi have fair ability in reading comprehension. The scores of reading comprehension are 12 as the lowest score, and 19 as the highest score. The average from 36 students, 8 students (22,22%) conclude good categorization, 17 students (47,22%) get fair categorization, and 11 students (30,55%) get less categorization.
2. Based on the scores of test, the students of MTsN Geneng Ngawi have fair ability in reading fluency. The lower score is 12, and the highest score is 19. The average from 36 students, 14 students (38,88%) get good categorization, 15 students (41,66%) get fair categorization, and 7 students (19,44%) get less categorization. It can be concluded that the students able to use the aspect of reading with fair.
3. This study finds that reading comprehension and reading fluency of the eighth grade class VIII B MTsN Geneng Ngawi is fair. It also finds a relationship between reading comprehension and reading fluency. It is proved by the calculation of the data. From the calculation is known the correlation of reading comprehension and reading fluency is 0.53.

Determining the significant standard 5% and 1% in the Product Moment table ( $r_t$ ). For the significant standard 1%,  $r$  table is 0,325  $r_{xy} > r$  table, thus  $H_0$  is rejected. For the significant standard 1%  $r$  table is 0,418  $r_{xy} > r$  table, thus  $H_0$  is rejected.

The value of  $r_{xy} = 0,53$  is higher than  $r$  table. The statement means that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) unrejected. Thus it can be stated that there is a significant correlation between reading comprehension and reading fluency of the eighth grade students of MTsN Geneng Ngawi in Academic Year 2016/2017.

## **B. Recommendation**

1. To the student
  - a. Students should have English text book such as: English short story, novel, and etc in order to increase reading comprehension and reading fluency
  - b. Students should take more practice in reading comprehension and also in reading fluency
  - c. Knowing the researcher result, the researcher hope the student more increase their reading comprehension in order they can improve their reading fluency
2. To the teacher
  - a. The teacher is hoped to know the student's reading comprehension, so the teacher can make solution to handle this problem. For example, by implementing the new method in order the student can learnt the reading more depth. And finally, they will be able to read some English book well.
  - b. In learning English, the teachers are able to give an interesting reading material in order to motivate students to read it, because teaching reading is very important step which is student should have enough capability in reading if they want to understood a book by reading fluency

- c. Teachers should order the student to take the English text from certain sources which they like, and read it by themselves in order to the students' reading fluency achievement can be increased indirectly.
3. To the institution
    - a. Because the researcher result shows that the reading comprehension and the reading fluency of the student are fair, the institution is hoped can give more a program that can improve their skill
    - b. The institution should improve the quality in English skill, especially in MTsN Geneng Ngawi should active in English day a week as a rule and in library there are some English books for the students reading.
    - c. The institution should improve the quality in English skill such as make the student English club or English course to increase their ability in English. Especially, in reading.



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