

**THE CORRELATION BETWEEN READING INTEREST AND STUDENTS
READING ABILITY TO THE EIGHT GRADE OF MTS NURUL
MUJTAHIDIN MLARAK PONOROGO IN ACADEMIC YEAR 2016/2017**

THESIS

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ABSTRACT

Putri Anece, Desi. 2017. The Correlation between Reading Interest and Student Reading Ability to the eight grade of Mts Nurul Mujtahidin in Academic Years 2016/2017. Thesis, English Education Department, Institute of Islamic Studies Ponorogo, Advisor Dra. Aris Fitriani, M.Pd.

Key words: Reading Interest, Reading Ability

Reading is very important activity and useful to someone. Students have a low interest in reading. Interest becomes one of the factors which may affect the students' reading ability because reading is a skill. It can be concluded that the reading skill or reading ability is very important in the English language teaching programs in Indonesia as a main tool to get knowledge and information from the field of sciences and technology.

The statement of the problems: Is there a significant correlation between reading interest and reading ability of students class VIII in Mts Nurul Mujtahidin Mlarak?.

This research applied quantitative research which dependent variable was students reading ability and independent variable were students reading interest. The population of eighth grade students of MTS Nurul Mujtahidin Mlarak was 30 students, and all of the students are taken as samples. The researcher used boring sampling as sampling technique. Then the technique of data collection was questionnaire, test, and documentation. The researcher used product moment formula as procedure analysis.

The results of the researcher is: there is no correlation between students' reading interest (X) and students' reading ability (Y). The calculation shows that $r_{xy} = 0,201$ is lower than $r_t = 0,349$ or $r_{xy}(0,201) < r_t (0,349)$, it can be conclude that H_0 is accepted and H_a is rejected.



CHAPTER I

INTRODUCTION

A. Background of Study

There are many languages used in international communication. One of them is English. Indonesian people learn English to communicate in two forms, in spoken and written forms. Indonesian assumes that the English language is a foreign language. So, the Indonesian feels difficult to accept it. If someone wants to learn English very well, she should know four skills. They are listening, speaking, reading, and writing. Besides, she has to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the four skills because the skills are very important.

One of the language skills which have important roles in mastering English is reading, reading plays an important role because reading has become a part of our daily life. Through reading, people are able to gain a lot of knowledge, information, pleasure and problem solution. Hence, the ability to read a text in many form will contribute a great deal advantage in our life such as gaining success in school, university or other educational institutions.

Discussing about reading, it is important to underline that reading is the act of interpreting printed and written words. Reading requires understanding and comprehending the means of print. It cannot be ignored that reading is a complex

skill.¹ It involves both perceptions and thought. It also consists of two related processes: word recognition and comprehension.² Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language, whereas comprehension is the process of making sense of words, sentences and connected text.

Interest becomes one of the factors which may affect the students' reading ability because reading is a skill. A skill cannot only be developed by learning but it also must be developed by extensive and continual practice. To practice an extensive reading is not an easy thing to do because a reader must have a purpose to read any kinds of text. Someone who has no interest in reading will not be able to understand the text well. Because of an interest is like a factor that can push or support someone to do something.

Reading interest is one of the keys the success of someone in building science and technology. Unfortunately, reading interest possessed Indonesian people is still very low. According to data The United Nations Educational Scientific And Cultural Organization (UNESCO) in 2012, an index reading of the community interest Indonesia reaches figures 0,001. It means, from every 1000

¹ Geoffrey Broughton, et.al, Teaching English as Foreign Language Second Edition, (London and New York: Routledge, 2003), 89.

² Elizabeth S. Pang, et al., Teaching Reading, (Switzerland: The International Academy of Education, 2003), 6.

people of Indonesia there was only one person got reading interest, from Inang, 2013.³

Reading ability is the ability to understand the text. In understanding the text, students can get information from the text then they can be able to share the information to the other correctly. In the other word, students are expected to have a good ability in reading because they can get knowledge and information especially in descriptive text. To understand the English text, especially on descriptive text, is not an easy thing to do, especially for Junior high school students in Indonesia. According to Adhitya, he felt bored if reading English because he did not understand about the meaning of the text⁴. According to Vivian, she is afraid the answer is incorrect and does not confidently reading in English.⁵ According to Fajar, he was embarrassed to read in front of the class, because afraid if laughing by his friends.⁶ According to interview above, the researcher can be concluded if the students of eight class of MTS Mujtahidin Mlarak Ponorogo are lack of ability in understanding the text, so influenced by the frequency of reading. But, the awareness of reading activity is not coming exactly. A reader must have capacity and ability. It is because reading English as a foreign language is more complicated than reading in Indonesian Language as a second language.

³ Inang, Sir. 2013. "Minat Baca Warga Indonesia Sangat Rendah". Artikel Berita. Accessed from <http://www.postkotanews.com/>. On accesses Januari 1, 2017.

⁴ Interview on Thursday, 9 March 2017.

⁵ Interview on Thursday, 9 March 2017.

⁶ Interview on Thursday, 9 March 2017.

It can be concluded that the reading skill or reading ability is very important in the English language teaching programs in Indonesia as a main tool to get knowledge and information from the field of sciences and technology. Moreover, to increase the skill in reading comprehension, students should master the language components such as; phonology, grammar, and pronunciation.

Based on the reason above, the research was conducted to find whether there is a relationship between students' reading interest, and students' reading ability on Descriptive Text. Then, in this research the researcher wants to know the correlation between reading interest and reading ability in teaching learning process. So, the writer takes the title **“The Correlation between Reading Interest and Reading Ability to the eight grade of Mts Nurul Mujtahidin”**.

B. Limitation of the problem

Based on the background matter that has been described above, the limitation of the problem as follows:

1. The correlation between reading interest and reading ability.
2. In this research focus on descriptive text
3. This research takes place on Mts Nurul Mujtahidin Mlarak Ponorogo.

C. Statements of the problem

Based on restrictions problems above, formulation matter to be researched in research: is there any correlation between reading interest and reading ability of students class VIII in Mts Nurul Mujtahidin Mlarak?

D. Objectives of Study

The researcher formulates the objectives of the research is to find out the correlation between reading interest and reading ability on descriptive text of class VIII in Mts Nurul Mujtahidin Mlarak.

E. Significance of the research

The results of the study of excellent insights on the implementation of the learning of reading skill, expected can be a useful tool good theoretically and practical.

1. Theoretical significances

Hopefully, the finding of this research gives the information about how strong the relationship between students' reading interest and students reading ability on descriptive text.

2. Practical significances

a. For teachers

This research hopefully can inspire them to improve the students' reading skills, especially on understanding Descriptive Text, to add some aspects which are related to students' reading ability that might be haven't any attention yet and to be able to collaborate the researched aspects with the one that usually done by the teachers.

b. For students

This research is expected to give students awareness of increasing their reading skill, particularly for the first grade students of MTs Nurul Mujtahidin Mlarak

c. For readers

This research is expected to give a contribution to readers; particularly for the students of English Department of IAIN Ponorogo, in enriching references concerned of developing the process of reading ability.

d. The Researcher

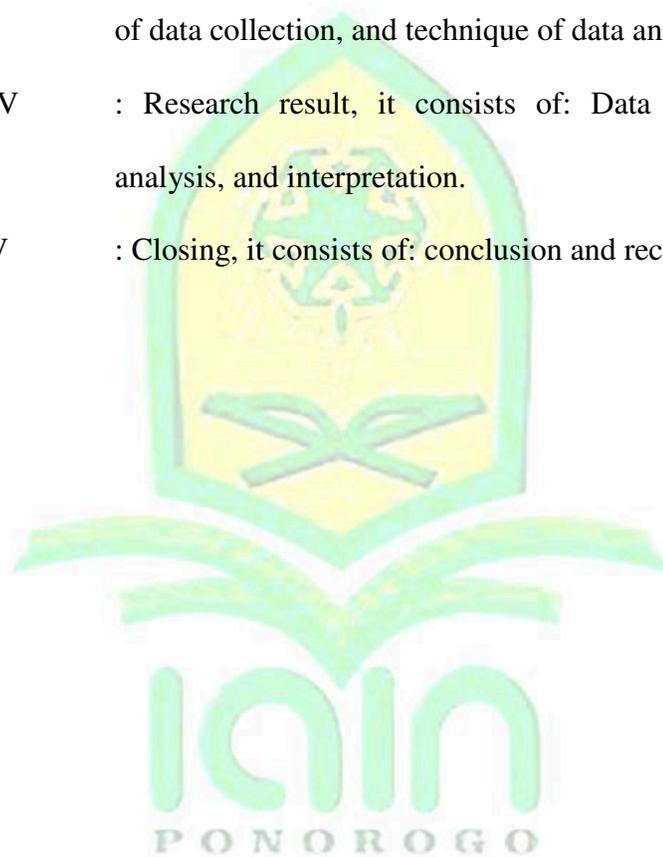
This research hopefully will give her the clear description about the relationship between students 'reading interest and students reading ability on descriptive text. Then the implication of the finding research will be suggested to related people for the sake of developing the process of reading ability.

F. Organization of The Study

In this research, the researcher uses the organization of the study that consists of five chapters as follow:

CHAPTER I : Introduction, it consists of background of study, identification of problem, focus and limitation of the problem, and significance of the study.

- CHAPTER II : Review related literature; it consists of theoretical background, previous research finding, theoretical framework, and hypotheses.
- CHAPTER III : Research methodology, it consists of research design, population, samples, instrument of data collection, technique of data collection, and technique of data analysis.
- CHAPTER IV : Research result, it consists of: Data description, data analysis, and interpretation.
- CHAPTER V : Closing, it consists of: conclusion and recommendation.



CHAPTER II

REVIEW OF LITERATURE

I. Reading Interest

1. Definition of Reading

Reading is one of the four language skills; listening, speaking, reading, writing. It is an important element that cannot be separated from each other in language learning process. As a result, it becomes important for language learners to learn and to master on it.

Reading is defined as an understanding, using, reflecting on and engaging with written text, in order to achieve one's goals to develop one's knowledge and potential and to participate in society.⁷ This definition goes beyond the traditional notion of decoding information and literal interpretation of what is written towards more applied tasks. The concept of reading is the range of situation in which someone reads, the different ways the written texts that are presented through different media and the variety ways of that readers approach and use text from the function and finite, such as finding a particular piece of information or to the deep and far reaching such as other ways of doing, thinking and being.

⁷ PISA OECD 2012: What Students Know and Can Do (Volume I): Student Performance in Mathematics, Reading and Science, 176

Therefore, reading is a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension⁸. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension refers to the process of deriving meaning from connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to make them understand written text. There are some studies had been investigated whether those are things related to or give the contribution to reading skills.

Reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. It means that the important of reading is when reader reads the text, and then he or she understands what the writer wants to share with the reader. The reader reads the written text using their eyes then brings it to the brain then interprets and comprehends it with their background knowledge as information.

In lined with the previous discussion, Broughton, et al stated that reading involves a whole series of lesser skills. The first is the ability to recognize stylized shapes which are figures on a ground, curves, and lines and dots in patterned relationships. The second is the ability to correlate the black marks on the paper with language. And the last is the ability to correlate the

⁸ Elizabeth S. Pang, et al., Teaching Reading, (Switzerland: The International Academy of Education, 2003), 6.

black marks on the paper by way of the formal elements of language with meaning which those words symbolize.⁹

However, Snow defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁰ Unlike Broughton, she mentioned the three elements that involve the comprehension.¹¹

a. The Reader who is doing the comprehending

A reader must have wide range of capacities and abilities in comprehending the text. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, and visualization ability), motivation (a purpose of reading, an interest in the context being read, self-efficacy as a reader) and various type of knowledge, such as vocabulary, topic knowledge, linguistic, discourse knowledge and knowledge of reading.

Knowledge of reading, however, includes other factors such as, knowledge of reading strategies, knowledge of the goals of the reading, the various factors affecting the reading process, what reading strategies to apply, how to apply them effectively, when each strategy should be applied

⁹ Geoffrey Broughton, et.al, Teaching English as Foreign Language Second Edition, (London and New York: Routledge, 2003), 89-90.

¹⁰ Chaterine Snow, Reading for Understanding; toward an R&D Program in Reading Comprehension, (New York: RAND, 2002), 11.

¹¹ Ibid, 13.

and why.¹² Those are knowledge that allows the reader to identify, select and use appropriate strategy, such as: clarification of information in the text, self- evaluation by asking some questions of one's understanding, summarizing and predicting of what is going to come in the next text.

b. The text that is to be comprehended

The features of text also have a large effect on comprehension, because comprehension does not occur by simply extracting meaning from text. Text can be difficult or easy, depending on the factors inherent in the text, on the relationship between the text and the knowledge and the abilities of the reader and on the activities in which the reader is engaged. In addition, the vocabulary and its linguistic structure, discourse style and genre also interact with the reader's knowledge.

c. The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. A reader has a purpose, which can be either externally imposed or internally generated. The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge.¹³

¹² Ely Kozminsky & Lea Kozminsky, How Do General Knowledge and Reading Strategies Ability Related to Reading Comprehension of High School Students at Different Educational Level?, *Journal of Research in Reading*, 189.

¹³ Chaterine Snow, *Reading for Understanding; toward an R&D Program in Reading Comprehension*, 13-15.

Based on the long discussion among the experts about reading, it can be concluded that reading, it is fact, is a complex skills. It is not merely to understand the written text by knowing the meaning of every word and every sentence on the text, but it involves the ability to understand the elements of language, such as phonology, semantic, syntax and also the culture of the language being read.

Therefore, English teacher has to do the strong effort to teach reading. He or she has to use various activities in order to make the students easier in understanding and also comprehending any kinds of English text. It is important to know that among the four skills of foreign language, reading becomes the most important skills to be taught.

2. Types of Reading

There are the following types of reading and the corresponding types of activities to develop the corresponding reading skills:

- a. Skimming reading is reading to confirm expectations; reading for communicative tasks.¹⁴
- b. General reading or scanning is reading to extract specific information; reading for general understanding.

¹⁴ Michael J. Wallace, Study Skill in English, (New York: Cambridge University Press: 2004), 11.

- c. Close reading or searching reading is reading for complete understanding; reading for detailed comprehension (information; function and discourse).¹⁵

Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.

Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.¹⁶

3. The Components of Reading

a. Phonemic Awareness

Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to the

¹⁵ Michael Argyle, *The Psychology of Happiness*, (USA: British Library Cataloging in Publishing Data, 2001), 25.

¹⁶ www.e-osnova.ru/PDF/osnova. Tuesday, 7 March 2017, 03.00 PM.

student's ability to focus on and manipulate these phonemes in spoken syllables and words. According to the National Reading Panel, Phonemic awareness is the ability to hear and manipulate the individual sounds within words. The sounds within words are called phonemes, so awareness of these sounds is phonemic awareness.¹⁷

b. Phonics

Phonics is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use these relationships to read and spell words. The National Reading Panel indicated that systematic phonics instruction enhances children's success in learning to read, and it is significantly more effective than instruction that teaches little or no phonics.¹⁸

c. Fluency

Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression. Fluency is the ability to read text aloud with accuracy, speed, and proper expression. It is important for students to learn to read an author's words with few deviations (accuracy), to process text with a speed sufficient to permit comprehension to occur, and with

¹⁷ Timothy Shanahan, *The National Panel Reading Report: Practical Advice for Teacher*, (Chicago: Nort Central Regional Educational Laboratory, 2005), 6.

¹⁸ *Ibid*, 12.

appropriate pausing and emphasis so that the text sounds meaningful (expression).¹⁹

d. Vocabulary

Vocabulary development is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text. According to the National Reading Panel, vocabulary can be learned incidentally through storybook reading or listening to others, and vocabulary should be taught both directly and indirectly. Students should be actively engaged in instruction that includes learning words before reading, repetition and multiple exposures, learning in rich contexts, incidental learning, and use of computer technology.²⁰

e. Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension. The National Reading Panel determined that young readers develop text comprehension through a variety of techniques, including answering questions (quizzes) and summarization (retelling the story).²¹

¹⁹ Ibid, 19.

²⁰ Ibid, 27.

²¹ Ibid, 33.

4. Concept of Interest

Interest is a psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by raising attention, concentration, and affect.²² A person who is interested to an object will try to deeper related with the object. The interested person usually shows his or her attempt by rising attention, concentration and affect.

Hurlock defines that interests are sources of motivation which drive people to do what they want to do when they are free to choose.²³ Usually, people will be interested when they find that something or an activity is useful then give them satisfaction. The level of satisfaction also can influence someone interest. By having high satisfaction, someone will be more interested and have high impetus to do an activity. Therefore, interest is a great motivator for individual to do something and it will affect the activity.

Interest come up then lead individual to create a new related activity or it arise as the result of participation, experience or practice. For example, someone who is interested in reading will love to read. That reading activity appears because of his or her interest. Moreover, interest appears after someone did an activity. For instance, a student watches an Indian movie.

²² Suzanne Hidi, "Interest, Reading, and Learning: Theoretical and Practical Considerations" *Educational Research Review*, (Vol. 13, No. 3, 2001), 193.

²³ Elizabeth B. Hurlock, *Child Development*, (Singapore: McGraw-Hill Book Company, 1987), 420.

After watching the movie, the student is interested in Indian because of his or her experience in watching Indian movie.

From the definitions of interest above, it can be concluded that interest is a psychological state that is aroused from the feeling of liking an object in preference to others and it leads to the later activity.

5. Reading Interest

Reading interest is the desire and tendency to perform reading activity in order to get some ideas and information. Renninger, cited by Vig and Sharma, defines reading interest as a personal variable which means a characteristic in an individual, which takes time to develop, but it become stable with passage of time towards a certain topic or domain and is influenced by degree of knowledge, values and positive feelings.²⁴ The activity of reading that performed by a person who is interested in reading is a voluntary activity. They would like to read without being told before or forced by others. It is because when an individual is interested in reading, the activity will be a pleasure activity.

The individuals reading interests are considered one of the major factors that determine what she or he reads. The selection could be based on genre, or the kinds of printed pages. Some readers would like to read fiction,

²⁴ Vig, Prabha&Komal Sharma, "Comparative Analysis of Influence of Gender on Reading Interest of Inservice and Pre-service Teachers," *The Criterion: An International Journal in English*, Vol. 5, Issue-I (February 2014), 88.

romance, history, or others. Some others would like to read texts from magazine, newspaper, comic, or novel.

According to Khairudin, reading interest has a strong positive relationship with the success of students both in school and life. When students read, they will gain more knowledge and this will help them to have wider and broader perspectives on certain issues.²⁵ Besides, reading interest is also defined by the number of books read in a month and times students read in a week and the favorite genres and types of English reading materials.

6. The factors that affect reading interest

According to Crow and Crown quoted by Meliyawati, states that there are four factor that affect a student's reading interest.²⁶

a. Physical condition

Physical condition is the main thing of concern because with good physical condition and healthy, then the condition of a student will be stable.

b. Mental condition

A student's mental condition is also very influential on his daily activities. When a student's mental 'down', then the lesson will not respond well what he will do.

²⁵ ZurinaKhairuddin, "A Study of Students" Reading Interest in a Second Language," *International Education Studies*, Vol. 6, No. 11 (2013). 164.

²⁶ Meliyawati, *Pemahaman Dasar Membaca*, (Yogyakarta: Deepublish, 2012),Meliyawati, *Pemahaman Dasar Membaca*, (Yogyakarta: Deepublish, 2012), 33-35.

c. Emotional status

If the student's emotional condition is stable and good, then he will be happy and light in doing the activities he likes.

d. Social environment

Social environment of each student is different. If the social environment where students live is a good environment, in the sense of the environment of people who like to read, then the student will indirectly begin to like reading. However, if the student's living environment is not healthy, in the sense of a shambles society condition, then he will also be affected and tend not to do useful activities.

Of the four factors mentioned above, it can be concluded that physical condition, mental, emotional, and social environment is very influential on every student. With good physical, mental, emotional, and social conditions, every student will feel happy doing useful activities and increase his knowledge.

7. Indicators of reading interest

Indicators of students who have high reading interest are:²⁷

- a. Diligently visit to the library
- b. Diligent search for various collections of libraries
- c. Wherever go always bring reading material

²⁷ http://fib.undip.ac.id/digilib/home/fib.undip.ac.ad/files/e_book/pdf, Tuesday, 20 Juny 2017, 01.00 pm.

- d. Diligently borrow library books
- e. Always look for library collections even though there is no assignment from the teacher.
- f. Spare time is always used to read useful science books and always look for information.

According to Sinambela dalam Rahayu quoted by Meti Dian Herawati, reading interest is involves a sense of pleasure in reading books, awareness the benefits of reading, Number of reading books ever read, and attention to reading book.²⁸

Based on the description above, the indicators of reading interest include: feelings of pleasure with reading activities need for reading activities, desire to seek reading materials, Desire to do reading activities, and interest in reading.

II. Reading Ability on Descriptive Text

1. Descriptive text

In this case, the research discussed about one types of the text which is descriptive text. As well as its name, descriptive text is a kind of text which consists of a description of an object, such as a person, an animal, a plant or other kinds of object that can be described in vivid detail. The writer of this

²⁸ Meti Dian Herawati, Upaya Tutor Dalam Meningkatkan Minat Baca Anak Usia Dini Melalui Metode Storytelling (Studi Deskritif Di Kober Bunga Alami Cimahi), publikasi.stkipsiliwangi.ac.id/files/2013/01/Jurnal-Meti-Dian-Herawati-10030046, Friday, 9 Juny 2017, 10.00 Pm.

type of text has to be able to describe something clearly about an object, until the readers can imagine the object that is described accurately and clearly. Descriptive text is used in all forms of writing to create vivid impression of person, place or event. For example describing special place and explain why it is special to be described, describing the most important person or etc.

Descriptive text is a text which says what a person or a thing is like.²⁹ Descriptive text is a style of writing which can be useful for a variety of purposes. It can be used to engage a reader's attention, to create the characters, to set a mood or create an atmosphere or to train the writing ability. When describing an object, the writer of this text has to pay more attention to the detail of the object. He or she has to select an appropriate word to describe the object in order to make the readers get impression and be able to imagine the object being described successfully.

2. The Language Features of Descriptive Texts

Descriptive text is a text that describes thing, someone, place or anything which can be described vividly. This kind of text usually includes the following language features:

- a. Certain nouns, e.g. teacher, house, my pet, etc.
- b. Simple Present tense
- c. Detailed noun phrase for adding information about the subject, e.g. she is a sweet young lady

²⁹ Drs. Nofri Anten, Discussion Materials of Genre for Senior High School, 12.

- d. Descriptive adjectives, e.g. two little moles, two white flags, etc.
- e. Relating verbs for giving information about the subject, e.g. my boyfriend is really cool, it has very thick fur, etc.
- f. Thinking verbs and feeling verbs for expressing the writer's personal opinion about the subject, e.g. I think it is a clever animal, action verbs, e.g. my new puppy bites my foot.
- g. Adverbials, for example, fast, at my house, etc.
- h. Figurative language, such as simile, metaphor, e.g. my little baby is white as milk, sat tight, etc. Figurative language, such as simile, metaphor, e.g. my little baby is white as milk, sat tight, etc.³⁰

Therefore, the characteristic of descriptive text is coming from the structure of the text and the language use. So, to understand descriptive text, the readers have to master the adjective words and also to understand the use of Simple Present Tense.

3. Generic Structure of Descriptive Text

According to Ririn Pusparini in her article, she mentioned the three generic structures of Descriptive Text as followed:

- a. Identification covers (a) the paragraph introduces the subject of the description to the audience and (b) It gives the audience brief details about the when, where, who, or what of the subject.

³⁰ Ibid.

- b. Description includes that descriptive text (a) consists of several paragraphs, (b) each paragraph usually begins with a topic sentence, (c) each paragraph in this part should describe one feature of the subject, and (d) all of the paragraphs in this part build the detailed description of the subject.
- c. Conclusion (Optional) means that the concluding paragraph signals the end of the text.³¹

Based on the discussion above, it can be concluded that descriptive text is a type of text which aims to widen the readers' knowledge and experience by describing the real object of something. It is used to show rather than to tell through the use of active verbs and precise modifiers. It also can be used to entertain the readers and finally to attract the readers to read it and get an interest of the object being described.

4. Reading Ability on Descriptive Text

Discussing about reading, it cannot be separated from the reader's understanding on the text being read. In other words, it is discussed about the reader's ability to understand at certain levels. The level of understanding can be distinguished as when a reader is possible to comprehend the words but not the meaning of a sentence, and comprehend a sentence but not the organization of the text. Kintsch and van Dijk, as quoted in Alderson, named the former possibility as micro processes and the latter as macro processes.

³¹ Ibid.

Micro-processes have to deal with local or phase-by phase understanding whereas macro-processes have to deal with global understanding.³²

Based on the levels of understanding presented above, reading ability can be interpreted as the skills that must be mastered by a reader to achieve at expected level of understanding. Davis, as cited in Alderson, defines eight skills as follows:

- a. Recalling words meaning
- b. Drawing inferences about the meaning of a word in context
- c. Finding answers to questions answered explicitly or in paraphrase
- d. Weaving together ideas in the content
- e. Drawing inferences from the content
- f. Recognizing a writer's purpose, attitude, tone and mood
- g. Identifying a writer's technique
- h. Following the structure of a passage³³

In addition, reading ability on descriptive text is not merely measured by the ability to answer the questions about the text being read but also to draw inferences until identify a writer's purpose, mood and attitude. In other words, to have the ability to read any kinds of text, in this case descriptive text

³² J. Charles Alderson, *Assessing Reading*, (United Kingdom: Cambridge University Press: 2000), 9.

³³ *Ibid*, 10.

is complex. A reader must have the skills that are mentioned above and combine the skills with his purpose and motivation to read the text.

III. Previous Research Finding

The research about reading interest had been investigate by Mochamad Fajri from UIN Syarif Hidayatullah Jakarta with the title The Correlation between Student Reading Interest and Their Speed Reading. This research tried to find out any significant correlation between students' reading interest and their speed reading at the fourth semester of English Education Department Faculty of Tarbiyah and Teachers' Training UIN Syarif Hidayatullah Jakarta. This research used two instruments to collect data, there are questionnaire and test. The questionnaire consists of 18 items and the speed reading tests consist of 550 words. This study will focused on finding out the correlation between students reading interest and their reading speed. The result of the correlation index between variable X and variable Y is 0,51. It means that there is a moderate correlation between the two variables.

This study focused on finding out the significance of the correlation between interest in reading and speed reading. The population of this study was fourth semester of English Education Department Faculty of Tarbiyah and Teachers' Training UIN Syarif Hidayatullah Jakarta and the sample was taken by purposive sampling technique. The instruments of this study were questionnaire and test. The questionnaire was used to take data about students reading interest.

It asked closed-ended questions which used Likert Scale. Then, students were tested by speed reading test to know the speed reading score. The data was analyzed by Pearson Product Moment. The result shows that there is correlation between students' interest in reading and their reading speed.³⁴

Another research conducted by Inayatul Maula, titled the correlation between students' reading habit and their ability of writing narrative text. The research was aimed at finding out the level of reading habit of the eleventh graders of SMAN 1 Kajen in the academic year of 2014/2015. This research used two instruments to collect data, there are questionnaire and test. The result of data analysis using SPSS shows that the correlation coefficient between the two variables (reading habit and writing ability) is 0.629, while the critical value for 34 students with 95% confidence is 0.339. Since the correlation coefficient obtained (0.629) is higher than the table value (0.339). It was concluded that there was a positive correlation between students' reading habit and their ability of writing narrative text.³⁵

The differences with this research is, this research used three variables and focus on students reading interest and reading ability. The population of this research is the students of eight class of Mts Nurul Mujtahidin Mlarak Ponorogo in academic years 2016/2017. The instrument of this research is questionnaire

³⁴ Mochamad Fajri, "The Correlation Between Students Reading Interest and Their Reading Speed", (Skripsi, UIN Syarif Hidayatullah, Jakarta).

³⁵ Inayatul Maula. A Final Project. "The Correlation between Students' Reading Habit and Their Ability of Writing Narrative Text" (A Correlational Study on the Eleventh Graders of SMA N 1 Kajen Pekalongan in the Academic Year of 2014/2015), (Skripsi, UNNES, Semarang).

and test. The questionnaire was used to take data about reading interest that consist of 24 questions. The test was used to take data about reading ability. Reading ability test consist of 24 questions. The previous studies above can be a good reference for the writer in doing this research. The researcher will compare the result of those researches to the writer's research. This research will focused on finding out the correlation between students' reading interest and students reading ability.

IV. Theoretical Framework

In this study we will find the correlation between reading interest and reading ability on descriptive text. A reader reads with many purposes. The purpose for reading unconsciously will affect the way to read. For example, someone who reads novel will be faster than the one who reads science book. The reason is because they have different purposes in reading. But actually, it will be contrary if someone who reads science book has a high interest in reading it. He might be read as fast as he reads novel.

Based on the illustration above, it can be seen that interest has an important role in reading ability. Reading is a skill and it can only be developed by practice and reading more. But actually, this kind of activity is hard to be done because of the purpose and the motivation. Therefore, in order to read more, it is needed to build the reading interest first.

Moreover, descriptive text is one of the genres which have a purpose to entertain a reader with the object being described. Therefore, someone who reads a descriptive text, especially if the topic or the title of the text being described is an interesting topic, will have a higher interest to read and consequently, the more he reads the higher reading ability he has.

The aim of descriptive text is in lined with the statement that someone's interest can be stimulated by a visual object such as play object, or viewing a picture, an auditory stimulus such as hearing a conversation, or a combination of visual and auditory like a TV show. Therefore, it seems logical that students' reading interest and their reading ability are related each other.

V. Hypotheses

According to the explanation of theories above, the writer states the hypotheses as follows:

H_a: There is any correlation between students' reading interest and students reading ability on descriptive text.

H₀: There is no correlation between students' reading interest and students reading ability on descriptive text.

CHAPTER III

RESEARCH OF METHODOLOGY

A. Research Design

Method is the way used to reach a goal in the data, submitting data and evaluating it. This research applied quantitative research. The quantitative data deal primarily by number. The ideal quantitative researcher is detached to avoid bias. The qualitative researcher becomes "immersed" in the phenomenon of interest.³⁶ In quantitative study we rely more on positivist principle and use a language of variables and hypotheses.

This research use correlation research. The correlation researcher investigates one or more characteristics of a group to discover the extent to which the characteristics vary together. Descriptive and correlation studies examine variables in their natural environments and do not include researcher-imposed treatments. Correlation studies display the relationships among variables by such techniques as cross-tabulation and correlations. Correlation studies are also known as ex post facto studies. This literally means from after the fact. The term is used to identify that the research has been conducted after the phenomenon of interest has occurred naturally. The main purpose of a correlation study is to determine relationships between variables, and if a relationship exists, to

³⁶ William A Firestone, "Meaning in Method: The Rhetoric of Quantitative and Qualitative Research", *Educational Researcher*, Vol. 16, No. 7, (Amerika: American Educational Research Association, 1987), 16

determine a regression equation that could be used make predictions to a population. The relationship between two variables is measured. Through statistical analysis, the relationship will be given a degree and a direction. The degree of relationship determined how closely the variables are related.³⁷

The purpose of this research was correlating two variables. They were reading interest (X) and reading ability (Y). It was to find out the relationship between X and Y variables.

B. Population and Sample

1. Population

Population is a generalization region consisting of the objects or subjects that have quality and characteristic set by the researchers to learn and given conclusion.

Population is the whole object or subject that is in a region and meets certain requirements relating to research problems, or overall units or individuals within the scope to be studied. Its mean the population is a number of groups interest to the researcher, a number of groups which she would like to make the results of the study to be reported.³⁸

A population is a set or collection of all elements processing one more attributes of interest. From the statements above the writer can make conclusion that population is the entire subject that will be conducted. Based

³⁷ Marilyn K. Simon and Jim Goes, "Co relational Research," (Seattle: 2011)

³⁸ Nanang Martono, Metode Penelitian Kuantitative, (Jakarta: PT Raja Grafindo Persada, 2010), 74.

on the definition above the population of this research were all of the Eight Grade students of Mts Nurul Mujtahidin Academic year 2016-2017. In Mts Nurul Mujtahidin kec. Mlarak Kab. Ponorogo there are 30 students, namely in class A there are 15 students, and in class B there are 15 students.

2. Sample

According to James H. McMillan, The sample is the group of elements, or a single element, from which Sample: Group of subjects from data are obtained.³⁹

According to Nanang Martono, The sample is part of the population that has certain characteristics or circumstances to be studied. Or the sample can be defined as a member of the selected population using a specific procedure so that it is expected to have a population.⁴⁰

Sampling technique is a method or procedure or process of taking a representative sample of the population. Sampling technique can basically be dividing into two groups:

- a. Probably sampling includes of simple random sampling, proportionate random sampling, disproportionate stratified random sampling, and cluster sampling.

³⁹ James H. McMillan, Educational Research Fundamentals for the Consumer, (New York: R. R. Donnelly & Sons Company 1986), 86.

⁴⁰ Nanang Martono, Metode Penelitian Kuantitative, (Jakarta: PT Raja Grafindo Persada, 2010), 74

- b. No probability sampling include of systematic sampling, purposive sampling, quota sampling, boring sampling, accidental sampling, and snowball sampling.⁴¹ And from here the researcher used boring sampling to examine school of Mts Nurul Mujtahidin Kec. Mlarak Kab. Ponorogo.

Boring sampling is a sampling technique when all members of the population selected for the sample. This technique is also called census. This is often done when the number of population is small, or less than 30 people.⁴² Because of all students of eight grade students of Mts Nurul Mujtahidin Kec. Mlarak Kab. Ponorogo is 30 students. There are 30 students, namely in class A there are 15 students and class B there is 15 students.

C. The Instrument of Data Collection

The instrument of data collection is used to collect data about students reading interest, students' vocabulary mastery, and students reading ability as follow:

Table 3.1 Instrument of Data Collection

Title	Variable	Indicator	Technique of Data to Collection	No. of Item
The Correlation between Reading Interest and Student	Dependent variable (X) : reading interest	•Students like to identify the meaning in Descriptive text	Question naire	11
		•Students like to identify the rhetoric structure in descriptive text		2, 3, 5, 7

⁴¹ James H. McMillan, Educational Research Fundamentals for the Consumer, (New York: R. R. Donnelly & Sons Company 1986), 86-93.

⁴² Sugiyono, Statistika untuk Penelitian, (Bandung: Alfabeta, 2011), 67.

Reading Ability to the eight grades on MTS NURUL MUJTAHIDIN Mlarak Ponorogo in Academic year 2016/2017		•Students can identify the type, purpose, form, and the language used in the descriptive text		4, 6, 19
		•Students prefer to read aloud as well as the intentions of descriptive text		8, 9, 10
		•Students read the descriptive text to add insight		12, 21
		•Students collect many books of descriptive text		1, 22
		•Students get used to read the descriptive text		13, 18
		•Students are more put the task of reading the descriptive text instead of other tasks		15, 24
		•Students read the descriptive text for pastime		14, 16, 17, 20
	Independent variable (Y) : reading ability	•Students are able to answer questions in a descriptive text with the right answer	Test	1, 2, 14, 15, 16, 18, 20, 21.
		•Students can analyze and define generic structure and language features on the descriptive text		8, 9, 10, 11, 12, 19, 22, 23.
		•Students can understand the essence on descriptive text		3, 4, 6, 7, 13.
		•Students can understand about the purpose on descriptive text.		17, 24.

In the quantitative research, the instrument of data collection must be valid and reliable. Reliability and validity are the two most important characteristics of a test. Reliability and validity is a statistical technique for determining these qualities in the test.⁴³ Suharsimi Arikunto said that the good test instrument as the

⁴³ Sharon A. Shrock and William C. Coscarelli, *Criterion Referenced Test Development: Technical and Legal Guidelines for Corporate Training "3rd Edition"*, (US: Pfiffer, 2007), 18.

measure tool must fulfill the test requirement, such as has validity and reliability.⁴⁴

A test is valid if the test or instrument you are using actually measures what you need to have measured.⁴⁵ Validity always refers to the degree to which that evidence supports the inferences that are made from the score. Validity must consider to the tests content and method, how test takers perform.

Not only validity is used to integrity of the instrument, but also reliability more important. The test is reliable or can be trusted if it can give the constant result if the test is tested in many times.⁴⁶

The instrument in this research is questionnaire and test. The questionnaire includes 24 statements with 4 answer options for each question. The reading ability test include 24 questions with multiple choice A, B, C, or D. Data from questionnaire and test is used to measure the validity and the reliability of it.

1. Validity

According John Brian Heaton “validity of a test is the extent to which it measures what it is supposed to measure and nothing else.”⁴⁷ Validity is a measure that indicates the levels of validity an instrument. A valid instrument

⁴⁴ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: PT Bumi Aksara, 2009), 57.

⁴⁵ Salkind, *Eploring Research* “Eight Edition”, 123.

⁴⁶ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, 60.

⁴⁷ Donald Ary, Lucy Cheser Jacobs, and Cristine K. Sorensen, *Introduction to Research in Education*”Eight Edition”, (US: Wardsworth, 2010), 225.

has a high validity. Conversely, the valid of an instrument means having a low validity.⁴⁸

In this research, the researcher conducts validity test in order to know whether the instrument of reading interest, vocabulary mastery, and reading ability are valid. If the correlation is positive when $r_{xy} \geq 0.361$, so the question item is valid, and if $r_{xy} \leq 0.361$, so the question item is invalid⁴⁹. After getting data from the score of reading interest and reading ability, the researcher counting the validity uses program of SPSS 17 for windows. Finally the result of the questionnaire and test validity as follows:

Table 3.2 The result of Questionnaire reading interest validity test

		r_t	Total/ r_{xy}	Criteria
n1	Pearson Correlation Sig. (2-tailed) N	0.361	.443* .014 30	Valid
n2	Pearson Correlation Sig. (2-tailed) N	0.361	.363* .049 30	Valid
n3	Pearson Correlation Sig. (2-tailed) N	0.361	.441* .015 30	Valid
n4	Pearson Correlation Sig. (2-tailed) N	0.361	.444* .014 30	Valid
n5	Pearson Correlation Sig. (2-tailed) N	0.361	.511** .004 30	Valid
n6	Pearson Correlation Sig. (2-tailed) N	0.361	.531** .003 30	Valid
n7	Pearson Correlation	0.361	.498**	Valid

48 Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 168.

49 Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R & D*, (Bandung: 2006, Alfabeta), 178.

	Sig. (2-tailed) N		.005 30	
n8	Pearson Correlation Sig. (2-tailed) N	0.361	.441* .015 30	Valid
n9	Pearson Correlation Sig. (2-tailed) N	0.361	.511** .004 30	Valid
n10	Pearson Correlation Sig. (2-tailed) N	0.361	.511** .004 30	Valid
n11	Pearson Correlation Sig. (2-tailed) N	0.361	.444* .014 30	Valid
n12	Pearson Correlation Sig. (2-tailed) N	0.361	.498** .005 30	Valid
n13	Pearson Correlation Sig. (2-tailed) N	0.361	.441* .015 30	Valid
n14	Pearson Correlation Sig. (2-tailed) N	0.361	.443* .014 30	Valid
n15	Pearson Correlation Sig. (2-tailed) N	0.361	-.009 .962 30	Invalid
n16	Pearson Correlation Sig. (2-tailed) N	0.361	.513** .004 30	Valid
n17	Pearson Correlation Sig. (2-tailed) N	0.361	.443* .014 30	Valid
n18	Pearson Correlation Sig. (2-tailed) N	0.361	.363* .049 30	Valid
n19	Pearson Correlation Sig. (2-tailed) N	0.361	.235 .212 30	Invalid
n20	Pearson Correlation Sig. (2-tailed) N	0.361	.443* .014 30	Valid
n21	Pearson Correlation Sig. (2-tailed) N	0.361	.363* .049 30	Valid
n22	Pearson Correlation Sig. (2-tailed)	0.361	.459* .011	Valid

	N		30	
n23	Pearson Correlation	0.361	.511**	Valid
	Sig. (2-tailed)		.004	
	N		30	
n24	Pearson Correlation	0.361	.498**	Valid
	Sig. (2-tailed)		.005	
	N		30	

*. Correlation is significant at the 0.05 level (2-tailed).

***. Correlation is significant at the 0.01 level (2-tailed).

From table above, there are 40 questions with the index of correlation ≥ 0.361 . and from 40 question there are 34 valid questions, namely question number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16, 17, 18, 20, 21, 22, 23, 24, so can be used as instrument to collect data.

Table 3.3 The result of reading ability validity test

		r_t	Total/ r_{xy}	Criteria
n1	Pearson Correlation	0.361	1.000**	Valid
	Sig. (2-tailed)		.000	
	N		30	
n2	Pearson Correlation	0.361	.480**	Valid
	Sig. (2-tailed)		.007	
	N		30	
n3	Pearson Correlation	0.361	.649**	Valid
	Sig. (2-tailed)		.000	
	N		30	
n4	Pearson Correlation	0.361	.480**	Valid
	Sig. (2-tailed)		.007	
	N		30	
n5	Pearson Correlation	0.361	1.000**	Valid
	Sig. (2-tailed)		.000	
	N		30	
n6	Pearson Correlation	0.361	.367*	Valid
	Sig. (2-tailed)		.046	
	N		30	
n7	Pearson Correlation	0.361	-.320	Invalid
	Sig. (2-tailed)		.084	
	N		30	
n8	Pearson Correlation	0.361	.649**	Valid
	Sig. (2-tailed)		.000	

	N		30	
n9	Pearson Correlation	0.361	.649**	Valid
	Sig. (2-tailed)		.000	
	N		30	
n10	Pearson Correlation	0.361	-.120	Invalid
	Sig. (2-tailed)		.527	
	N		30	
n11	Pearson Correlation	0.361	.649**	Valid
	Sig. (2-tailed)		.000	
	N		30	
n12	Pearson Correlation	0.361	.367*	Valid
	Sig. (2-tailed)		.046	
	N		30	
n13	Pearson Correlation	0.361	.480**	Valid
	Sig. (2-tailed)		.007	
	N		30	
n14	Pearson Correlation	0.361	.408*	Valid
	Sig. (2-tailed)		.025	
	N		30	
n15	Pearson Correlation	0.361	.480**	Valid
	Sig. (2-tailed)		.007	
	N		30	
n16	Pearson Correlation	0.361	1.000**	Valid
	Sig. (2-tailed)		.000	
	N		30	
n17	Pearson Correlation	0.361	.080	Invalid
	Sig. (2-tailed)		.674	
	N		30	
n18	Pearson Correlation	0.361	.367*	Valid
	Sig. (2-tailed)		.046	
	N		30	
n19	Pearson Correlation	0.361	.408*	Valid
	Sig. (2-tailed)		.025	
	N		30	
n20	Pearson Correlation	0.361	-.045	Invalid
	Sig. (2-tailed)		.812	
	N		30	
n21	Pearson Correlation	0.361	1.000**	Valid
	Sig. (2-tailed)		.000	
	N		30	
n22	Pearson Correlation	0.361	.408*	Valid
	Sig. (2-tailed)		.025	
	N		30	
n23	Pearson Correlation	0.361	1.000**	Valid
	Sig. (2-tailed)		.000	

	N		30	
n24	Pearson Correlation	0.361	.480**	Valid
	Sig. (2-tailed)		.007	
	N		30	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

From table above, there are 24 questions with the index of correlation \geq 0.361. and from 24 question there are 20 valid questions, namely question number 1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 14, 16, 18, 21, 22, 23, 24, so can be used as instrument to collect data.

2. Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. If the test is administered to the same candidates of different occasions (with no language practice work taking place between these occasions), then, to the extent that it produces differing results, it is not reliable.⁵⁰ A reliable test is consistent and dependable. If you give the same test to the same subject or matched subjects on two different occasions, the test itself should yield similar result: it should have test reliability.⁵¹

In this research, the researcher conducts reliability test in order to know whether the instrument of reading interest and reading ability are valid. To

⁵⁰ Heaton, Writing English Language Test, 162.

⁵¹ H. Douglas Brown, Teaching by Principle: An Interactive Approach to Language Pedagogy "Second Edition", (New York: Pearson Education, 2000), 386.

counting the reading interest, vocabulary mastery, and reading ability, the researcher counting the validity uses program of SPSS 21 for windows. Finally the result of the questionnaire and test reliability as follows:

Table 3.4 The result of Questionnaire reading interest reliability

Case Processing Summary			Reliability Statistics		
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	30	100.0	.927	24
	Excluded ^a	0	.0		
	Total	30	100.0		

a. Listwise deletion based on all variables in the procedure.

Table 3.5 The result of reading ability test reliability

Case Processing Summary			Reliability Statistics		
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	30	100.0	.924	24
	Excluded ^a	0	.0		
	Total	30	100.0		

a. Listwise deletion based on all variables in the procedure.

After measure by SPSS 17, the result of the questionnaire and the test will be interpreted with r “product moment” (r_t). To find score of r table has know the total of students (N) is 30. Significant standard 5% is $r_t = 0.361$ and significant standard 1% is $r_t = 0.463$. The result of questionnaire reading interest has reliability coefficient 0.927 it can be concluded $0.927 > 0.361$ and $0.927 > 0.463$. The result of reading ability test has reliability coefficient 0.924,

it can be concluded $0.924 > 0.361$ and $0.924 > 0.463$. Its mean that instrument and test is reliable.

D. The Technique of Data Collection

Technique of data collection is one of the things that are important in the study, as it is a strategy to get the necessary data. Research success is largely dependent on the data collection techniques used.⁵² Based on the statement this research applies documentation, questionnaire, and test as the techniques for collecting data.

1. Documentation

Documentation is kind of important technique to get data about everything or variable which is in form of note, transcript, book, newspaper, magazine, meeting result, agenda, etc.⁵³ According to Basrowi, Documentation is a means of collecting data that produces important records related to the problem under study, so that will be obtained complete data, valid and not based on estimation.⁵⁴ It means Documentation is a way of collecting data that produce important records relating to an issue under study, so that it will obtain complete data, legitimate and not based on estimates.

In this research, documentation is used to get the historical data, organization structure, vision, mission, and goal, number of students and

⁵² Suwandi , Basrowi, Memahami Penelitian Kualitatif, (Jakarta: Rineka Cipta: 2008), 93.

⁵³ Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik, 231.

⁵⁴ Ibid, 158.

teachers of Mts Nurul Mujtahidin Mlarak Ponorogo. Besides that, photos about process of teaching English using team assisted individually.

2. The Questionnaire (Poll)

The questionnaire is a data collection of the list of written questions to obtain information from a number of respondents.⁵⁵

The questionnaire is a number of written questions that are used to obtain information from respondents in the sense of reports about his personality or things he knows.⁵⁶ it means that questionnaire a represents a containing list of question that must answered or done by people which are wished to be investigated.

Questionnaire is divided into questionnaire structured and questionnaire non structured.⁵⁷

a. Questionnaire structured is a questionnaire which prepared the answer. The kinds of questionnaire structured are:

- 1) Closed form is the questionnaire from which in each item prepared the answer alternative.
- 2) Open ended is the questionnaire form which in each item prepared the answer alternative and gave the chance respondent to write down their own answer questionnaire ended.

⁵⁵Nanang Martono, Metode Penelitian Kuantitative, 54.

⁵⁶ Ibid, 124

⁵⁷ Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik, 124.

3) Pictorial is questionnaire form which in each item prepared the answer which picture form.

b. Questionnaire non structure is which not prepared the answer.

The questionnaire have many advantages and disadvantages, they are:

- 1) Practical into shorter time data can be obtained.
- 2) Economic because a few energy needed.
- 3) People can answer openly or free to do not influence by others.

The disadvantages of questionnaire:

- 1) Researcher cannot deal with responder directly.
- 2) Question in questionnaire has been determined so that it cannot be adapted for ability of responder.
- 3) Responder sometimes not careful in answering the question so any questions didn't answered.

In this research, to find out questionnaire score, the writer in this study used closed questionnaire. To know the students English reading interest in MTS Mujtahidin Mlarak Ponorogo used questionnaire which consist of 24 numbers and prepare 4 answers in each question that count as follow:

- 1) If the answer is Always (SL), the score is 4
- 2) If the answer is Often (SR), the score is 3
- 3) If the answer is Sometimes (KD), the score is 2
- 4) If the answer is Never (TP), the score is 1

3. Test

In teaching activity, test has been considered as important instrument. It is used to measure the students' achievement and to know whether the teaching is success or not. Test may be constructed primarily as devices to reinforce learning and motivate the student of primarily as a means of assessing the students performance in the language.⁵⁸ According Arikunto in research procedure, Tests are a series of questions or exercises or tools to measure the skills, knowledge, intelligence, abilities or talents of an individual or group.⁵⁹

Thus know that test is rank of question or exercises or other instrument which use do measure of skill, knowledge, intelligence, ability, or aptitude which possession by individual or group, and used in this research is to assess students reading ability.

In this research, test is to measure reading ability at the eighth grade students of MTs Nurul Mujtahidin Mlarak Ponorogo in academic years 2016/2017. The test is divided into two sections. The test is for reading ability that consists of 24 questions.

⁵⁸ J.B Heaton, *Writing English Language Test*, (New York: Longman Group UK Limited, 1989), 5.

⁵⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 198.

E. Technique of Data Analysis

Before using statistical formula, researcher need to know the assumption that is used in the use of the formula. By knowing the basic assumption in using the formula, it would be more prudent in employing and calculation. Retno Widyaningrum said that the calculation is required to test the assumption or requirement, so in the use of the formula and the obtained result is do not deviate from the occur certainty. The requirement test is occurred to use of the parametric formula which the data are normal assumed.⁶⁰ Therefore, the researcher applied SPSS 17 for windows to find out the normality test.

In this study after conduct normality test the researcher was testing hypothesis using correlation analysis, namely Product Moment Correlation and Multiple Correlation as suggested by Andhita Dessy Wulansari. Andhita said the Product Moment Correlation is correlation technique that is used to find out correlation between two or more variable.⁶¹ And also she said that Multiple Correlation is a value that indicates the strength of the relationship between the two or more variables together with other variable.⁶² The formula of Product Moment Correlation is purposed to: Test whether there is correlation between reading interest (X) and reading ability (Y).

⁶⁰ Retno Widyaningrum, *Statistika*, (Yogyakarta: Pustaka Felica, 2011), 205.

⁶¹ Andhita, *Penelitian Pendidikan*, 96.

⁶² *Ibid*, 106.

CHAPTER IV

RESEARCH RESULT

A. Research Location

1. Background of the School

MTs Nurul Mujtahidin is one of the education institution was built by Institution of Islamic Education (YPI) Nurul Mujtahidin on stood 31 December 1978 with location in Mlarak village. MTs Nurul Mujtahidin complex take place southeast of center of Ponorogo suburb at north of Mlarak market. School located at Mlarak-Pulung street Number 31 Mlarak and this school has strategic which it take place in center of district government business. Many public services in there like: market, district, hotspot area, bank, and fashion outlet. School organization at MTs Nurul Mujtahidin Mlarak contains: School Committee, Headmaster, Vice of Headmaster, Administration Staff, Vice of Curriculum, Vice of Students, Vice of Infrastructure, Teacher, Students, and Community.

2. Vision and Mission of the School

a. Vision MTs Nurul Mujtahidin Mlarak

Vision of MTs Nurul Mujtahidin is realized an Islamic graduated, believing, scholarly, charity is to achieve good quality in IPTEK and IMTAQ. The indicators can be describes as follow:

- 1) Islamic : Students have an Islamic Loyalty.

- 2) Believing : Students have believe for Allah SWT.
 - 3) Scholarly : Students have a good achievement for IPTEK and IMTAQ as leader or kholifah in the earth.
 - 4) Charity : Students can pray maximally (Hablum Minallah and Hablum Minannas).
 - 5) Good quality of IPTEK and IMTAQ: Students have good achievement, good establishing religion, and good believe from society.
- b. Mission of MTs Nurul Mujtahidin Mlarak.
- 1) Growing attitude and charitable in Islamic.
 - 2) Optimality of teaching and learning process based on CLT, PAKEM, and multiple intelligences.
 - 3) Developing Arabic Language skill and English Language to the students.
 - 4) Facilitating all extracurricular which had programmer.
 - 5) Help and facilitates every students to know and developing participative management with involve all school society, manager, and committee.
 - 6) Supplying all students in order to continuing environment with reforesting.

3. Condition of Teachers of the school

No	Information	Total
Educator		
1	The civil servant teacher is permanently stationed	-
2	Master Foundation Fixed	18
3	Honorary teacher	-
4	Non-Permanent Teachers	-
Education Personnel		
1	KTU	1
2	Maid KTU	2
3	Guard	1

4. Infrastructures of the school

No	Type on Infrastructure	Total Room	Total room in good condition	Total room in damaged condition	Damaged Categories		
					Damaged Lightly	Damaged Medium	Heavy Damage
1	Classroom	5		5			heavy
2	Library	1				medium	
3	Natural Science Laboratory	1		damaged	medium		
4	Biology Lab	-					
5	Physics Lab.	1		damaged	medium		
6	Chemistry Lab	-					
7	Computer Lab	1	good				
8	Language Lab	-					
9	Headmaster room	1	good				
10	Teacher room	1	good				
11	TU room	1	good				
12	Counseling room	1	good				
13	Worship place	1	good				
14	Healthy room	1	good				
15	Toilet	3	good				
16	Warehouse	1	good	damaged		medium	
17	Circulation room	3	good				

7							
18	Sport place	1		damaged	medium		
19	Students Organization room	1		damaged	medium		
20	Other room	2		medium	medium		

B. Data Description

The researcher promotes the number of sample in this research that consists of 30 students. Those sample takes from the eight students, this research show the variable reading interest, vocabulary mastery, and reading ability at Eight Grade Students of MTs Nurul Mujtahidin Mlarak Ponorodo in Academic Years 2016/2017.

1. Reading Interest Variable

Based on data obtained from documentation 30 respondents indicated that students' reading interest showed the highest score was 90 and the lowest score was 41. The result of documentation on students' reading interest can be seen clearly on the following table.

Table 4.1 Frequency Documentation of Reading Interest

		Reading Interest Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41	1	3.3	3.3	3.3
	43	1	3.3	3.3	6.7
	45	1	3.3	3.3	10.0

47	2	6.7	6.7	16.7
49	2	6.7	6.7	23.3
50	1	3.3	3.3	26.7
54	1	3.3	3.3	30.0
55	2	6.7	6.7	36.7
62	1	3.3	3.3	40.0
65	1	3.3	3.3	43.3
66	1	3.3	3.3	46.7
67	1	3.3	3.3	50.0
68	1	3.3	3.3	53.3
69	4	13.3	13.3	66.7
72	1	3.3	3.3	70.0
74	1	3.3	3.3	73.3
75	2	6.7	6.7	80.0
77	2	6.7	6.7	86.7
82	1	3.3	3.3	90.0
84	1	3.3	3.3	93.3
90	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Based on the table above, the histogram can be seen in as follows:

ICM
P O N O R O G O

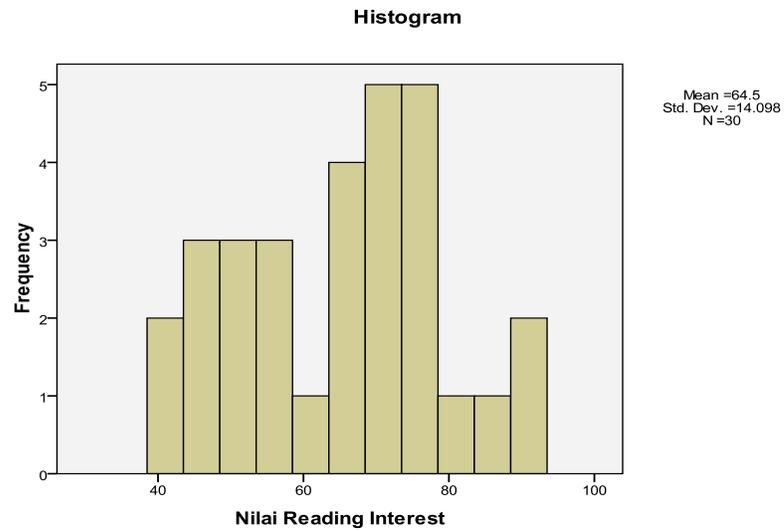


Figure 4.1 Histogram for Questionnaire of Reading Interest

From the histogram above, it is stated $M = 64,5$ and $SD = 14,098$.

To determine the category of reading interest was good, medium, or low. The researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($64,5 + 14,098 = 79$) is categorized into good
2. Between $M - 1.SD$ to $M + 1.SD$ ($50 - 79$) is categorized into medium
3. Less than $M - 1.SD$ ($64,5 - 14,098 = 50$) is categorized into low

It can be seen that the scores which are more than 79 is considered good, while the scores which are less than 50 is categorized into low, and the score of between 50 – 79 is categorized into medium. That categorization can be clearly seen as follows:

Table 4.2 The Categorization of Students' Reading Interest

No.	Score	Frequency	Percentage	Category
1.	More than 79	4	14%	Good
2.	50 – 79	19	63%	Medium
3.	Less than 50	7	23%	Low
Total		30	100%	

From those table can be seen that the students' reading interest showed that 14% in the good category, 63% in the medium category, and 23% in the low category.

2. Reading Ability Variable

Based on data obtained from documentation 30 respondents indicated that students' vocabulary mastery showed the highest score was 24 and the lowest score was 4. The result of documentation on students' vocabulary mastery can be seen clearly on the following table.

Table 4.3 Frequency Documentation of Reading Ability

Reading ability					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	3.3	3.3	3.3
	7	1	3.3	3.3	6.7
	10	1	3.3	3.3	10.0
	11	3	10.0	10.0	20.0
	12	3	10.0	10.0	30.0
	15	3	10.0	10.0	40.0
	18	1	3.3	3.3	43.3

20	1	3.3	3.3	46.7
21	5	16.7	16.7	63.3
23	3	10.0	10.0	73.3
24	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Based on the table above, the histogram can be seen in as follows:

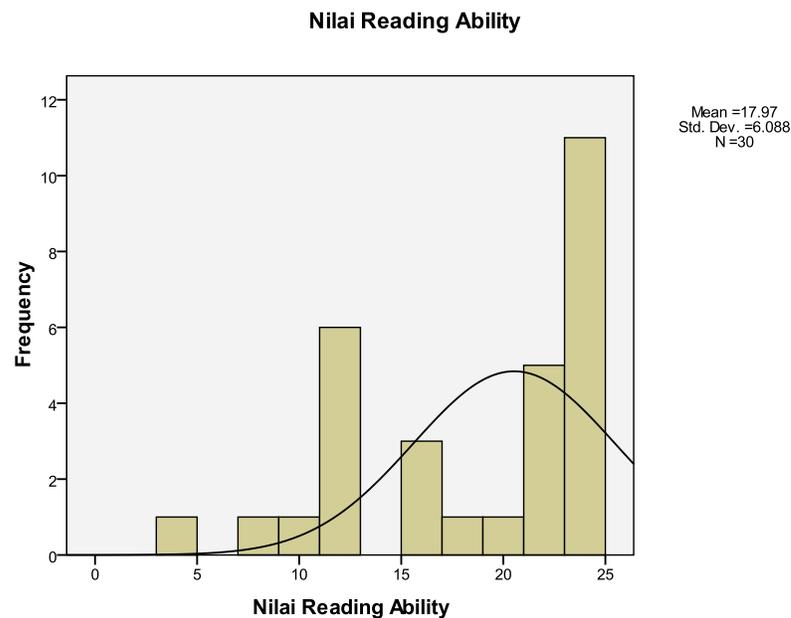


Figure 4.3 Histogram of Reading Ability Test

From the histogram above, it is stated $M = 17,97$ and $SD = 6,088$.

To determine the category of reading interest was good, medium, or low. The researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($17,97 + 6,088 = 24$) is categorized into good
2. Between $M - 1.SD$ to $M + 1.SD$ ($12 - 24$) is categorized into medium

3. Less than $M - 1.SD$ ($17,97 - 6,088 = 12$) is categorized into low

It can be seen that the scores which are more than 24 is considered good, while the scores which are less than 12 is categorized into low, and the score of between 12 – 24 is categorized into medium. That categorization can be clearly seen as follows:

Table 4.4 The Categorization of Students' Reading Ability

No.	Score	Frequency	Percentage	Category
1.	More than 24	8	27%	Good
2.	12 – 24	16	53%	Medium
3.	Less than 12	6	20%	Low
Total		30	100%	

From those table can be seen that the students' reading ability showed that 27% in the good category, 53% in the medium category, and 20% in the low category.

C. Data Analysis

1. Assumption Test Analysis

Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normally distributed. It can be done by conducting normality test. Normality test is used to find out whether the data are in normal distribution. In deciding whether the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5 % level of significance, it can be

conclude that the data are in normal distribution. On the other hand, if the highest of statistic is higher than the Kolmogorov-Smirnov table for 5 % level of significance it can be concluded that the data are not in normal distribution. The value of Kolmogorov-Smirnov table for $N = 30$ at level of significance is 0,242.⁶³

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 17 for windows as follows:

Table 4.5 The Result of Normality test for Reading Interest

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Interest	.116	30	.200*	.952	30	.197

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table 4.5 above, the researcher concluded that the data of Reading Interest is normally distributed, because the value of statistic is lower than Kolmogorov-Smirnov table ($0,116 < 0,242$)

Table 4.6 The Result of Normality Test for Reading Ability

Test of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Reading Ability	.224	30	.001	.860	30	.001

a. Lilliefors Significance Correction

⁶³ Retno Widyaningrum, Statistika, (Yogyakarta: Pustaka Felica, 2011), 243.

Based on the table 4.9 above, the researcher concluded that the data of Reading Ability is normally distributed, because the value of statistic is lower than Kolmogorov-Smirnov table ($0,224 < 0,242$)

2. Testing Hypotheses

When the computation result of normality the data is in normal distribution, it can be continued to do the next step, testing hypotheses which have been proposed in the previous chapter. In this study, there are three hypotheses that should be tested. To decide whether H_0 is rejected or accepted, it is necessary to compute the data, therefore the conclusion for the hypotheses can be drawn based on the result of the computation. The H_0 will be rejected and the H_a will be accepted if the value of r_{xy} is higher than r_t . Meanwhile, H_0 will be accepted and H_a will be rejected if the value of r_{xy} is lower than r_t .

In this study to calculate the hypotheses, the researcher is using SPSS 17 for windows. The result of computation is described in each hypotheses as follows:

The first hypotheses of the research are there correlation between students' reading interest (X) and students' reading ability (Y). To test the hypotheses, the researcher is analyzed by using the statistical formulations as follows:

- a. $H_0 = r_{xy} < r_t$. It means that there is no correlation between students' reading interest (X) and students' reading ability (Y).

- b. $H_a = r_{xy} > r_t$. It means that there is correlation between students' reading interest (X) and students' reading ability (Y).

The result of Product Moment Correlation to calculate of correlation between reading interest and reading ability by using SPSS 17 for windows as follows:

Table 4.7 The Result of Correlation between Reading Interest and Reading Ability

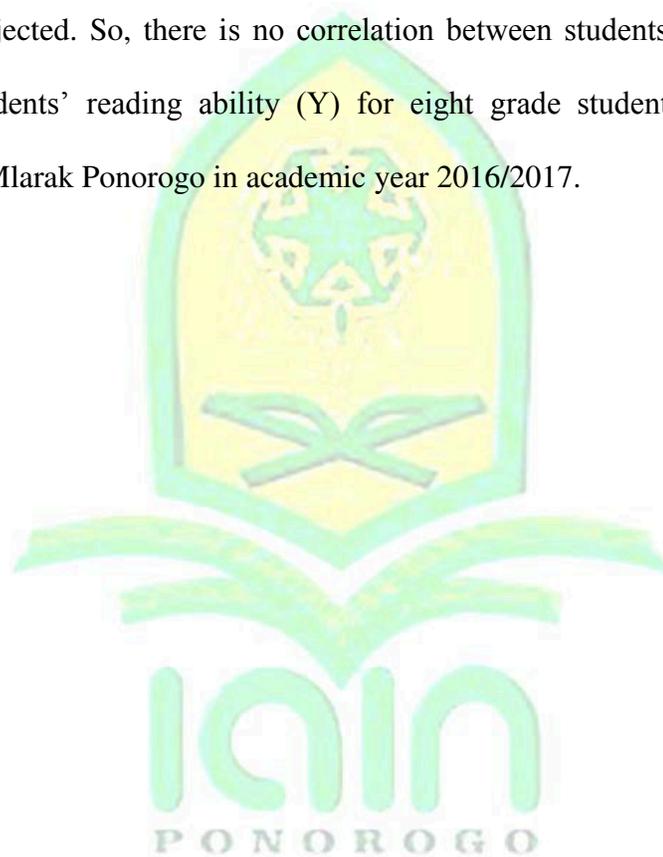
		Correlations	
		Reading Interest	Reading Ability
Reading Interest	Pearson Correlation	1	.201
	Sig. (2-tailed)		.286
	N	30	30
Reading Ability	Pearson Correlation	.201	1
	Sig. (2-tailed)	.286	
	N	30	30

Based on the table 4.7 above, the value Pearson Correlation (r_{xy}) showed 0,201. The value of r_{xy} is consulted to r_t at the level of significance 5% for $N=30$ is 0,349.⁶⁴ Because the result show that $r_{xy} = 0,201$ is lower than $r_t = 0,349$ or r_{xly} ($0,201 < r_t$ (0,349), it can be conclude that H_0 is accepted and H_a is rejected. So, there is no correlation between students' reading interest (X) and students' reading ability (Y) for eight grade students of MTS Nurul Mujtahidin Mlarak Ponorogo in academic year 2016/2017.

⁶⁴ Retno Widyaningrum, Statistika, (Yogyakarta: Pustaka Felica, 2011), 228.

D. Interpretation

From the result of testing hypotheses above, it can be found that the interpretation show there is no correlation between students' reading interest (X_1) and students' reading ability (Y). The calculation shows that $r_{xy} = 0,201$ is lower than $r_t = 0,349$ or $r_{xy} (0,201) < r_t (0,349)$, it can be conclude that H_0 is accepted and H_a is rejected. So, there is no correlation between students' reading interest (X) and students' reading ability (Y) for eight grade students of MTs Nurul Mujtahidin Mlarak Ponorogo in academic year 2016/2017.



CHAPTER V

CLOSING

A. Conclusion

Based on the finding and interpretation that firstly began with normality test, the data that has been accomplished the requirement and the approval of the research hypothesis about the relationship between students 'reading interest and students reading ability on descriptive text which happened to the eighth grade students of MTs Nurul Mujtahidin Mlarak Ponorogo. The result of the simple correlation analysis can be concluded as follows:

The calculation of reading interest (X) and reading ability (Y) shows that $r_{xy} = 0,201$ is lower than $r_t = 0,349$ or $r_{xy} (0,201) < r_t (0,349)$, it can be conclude that H_0 is accepted and H_a is rejected. So, there is no correlation between students' reading interest (X) and students' reading ability (Y).

B. Recommendation

1. For the English Teacher
 - a. The teacher should build the students 'interest in reading. One of the ways is by practicing extensive reading in which the students are trained to read for pleasure. They can read what they want to read. By exploring students 'extensive reading, they would have an interest in reading.
 - b. To build students 'reading interest, teacher should be firstly began by telling an interesting story, games or joke related with the topic that's going

to be learned. Hopefully, students will be attracted by the topic then willing to read.

2. For MTs Nurul Mujtahidin Mlarak Ponorogo

The institution should equip the facilities needed by the students to develop their skill to support student's reading ability. For example: LCD, computer, and dictionary.



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