THE CORRELATION BETWEEN READING INTEREST AND ENGLISH ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF MAN 3 PALEMBANG

UNDERGRADUATE THESIS

Submitted as a fulfillment of requirement to get A bachelor's degree of Sarjana Pendidikan (S.Pd.)

by

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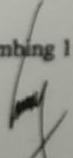Raden Fatah Palembang
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Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"THE CORRELATION BETWEEN READING INTEREST AND ENGLISH ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS' OF MAN 3 PALEMBANG"**. Ditulis oleh saudari **Ipta Hutjanah** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.
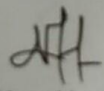
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<center>*DEDICATION AND MOTTO*</center>

"Dedication"

With all of my heart, this thesis is dedicated special for :
- *Allah SWT that always gives me chance to finish this thesis.*

- *My beloved parents, my mother (Rusminah) and my Father (Zainal Abidin) who always pray, love and support me in every step in my life.*

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<center>*"Don't be upset if someone talk behind your back,*

you must be happy if you are the one infront"</center>

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The writer,

Ipta Hutjanah

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ABSTRACT

This study investigated the correlation between reading interest and students' English achievement and explored the influence of reading interest on students' English achievement of MAN 3 Palembang. This study was aimed at finding out whether or not there was any significant correlation between reading interest and their English achievement. The population of this study was 307 students of MAN 3 Palembang in academic year 2016/2017. A total of 130 students were taken as the sample by convenience sampling. For this purpose, the reading interest questionnaire developed by Joan K. Jacobs (2002) measured students' reading interest, and the TEOFL test using TOEFL Junior Handbook (2015) were used to know students' English achievement. There were three classified from high to low on the results of reading interest, and there were five classified from very good to very poor on the results of TEOFL test. Descriptive stastistic, Pearson product moment correlation and regression analysis were employed to analyze the data. Based on the data analysis, it was found that r (.471) < r_{table} (.172) with significant level which was higher than 0.05. Thus, it indicated that there was significant correlation between reading interest and English achievement. It was implied that good reading interest caused good English achievement. Because of that finding, there was need to conduct regression analysis to check the influence of the reading interest on English achievement. It was found that t(6.046) < t_{table} (1.656). Moreover, several suggestions for students, teachers, and future research are addressed in the present study.

Key Words: *reading interest, English achievement*

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

English is an international language which is very popular and has been studied and used by a lot of people around the world, including Indonesia. In Indonesia, English is a foreign language. According to Hamra and Syatriana (2010, p. 27), it is the first foreign language in Indonesia. English subject must be taught to the students from elementary school until higher education, so the students are easy to understand and interact in various aspects by using English.

Based on the syllabus of English subject for senior high school, there are four main skills that must be learned by the students. There are listening, speaking, reading and writing. All of them must be mastered as none of them is more important to be learned than the others. Each area of English is equally important and the development of one area tends to accelerate learning in another (Rabbit, 2015). Therefore, mastering one skill in English is not enough because each skill is related to each other.

In relation to those four skills, all of the skills are very important. One of them is reading. Reading is the window of the world. By reading, people will know many things. It is very important aspect in our life. Much information and knowledge can be obtained from reading. Its importance is also clear from the

very first Quranic revelation, *Iqra* which means *read*. By reading, the students can develop ideas, increase knowledge, and overcome problems.

According to Yılmaz (2012, p. 823), reading is a receptive skill in which one looks at and attempts to understand what has been written. It is multi-dimensional process that involves the eyes, the brain, and the mouth to comprehend or make meaning from written text (Brassel & Rasinki, 2008, p. 15). Moreover, Zare and Othman (2013, p. 188) state that reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. In addition, Grellet (1987, p. 8) also explains that it is not only the process of recognition, perception, and interpretation of written materials, but an active one in that it includes the cognitive abilities such as guessing/predicting, checking, and asking questions.

Reading is useful to understand the meaning of the text and gain knowledge. Yogurtcu (2012, p. 376) mentions that the main goals of learning reading skills and understanding the texts are to recognize the words, understand, enrich the vocabulary, interpret the reading, evaluate the reading, develop a critical perspective, transfer the reading text into a part of life, develop thinking skills through reading, read texts or events critically, see the social problems with the help of the intellectual structure and gain the ability to see and solve them. Reading is important for students. Akabuike and Asika (2012, p. 11) found that there is a strong correlation between reading and academic achievement. In other words, a student who is a good reader is more likely to do well in school and pass the exams than a student who is a weak reader. In addition, Noorizah (2011, p. 2)

argues that reading is a key to a wealth of experience that links people in a far way beyond distance or time.

Despite it's importance, reading skill in Indonesia is still unsatisfactory. The rank of Indonesia in PISA is 69th out of 76 countries participating in Program for International Student Assessment (PISA) 2015). Besides, Central Connected University (2016) reported in the category of "most literate nations in the world", Indonesia stayed in the 60th rank from 61 countries. It can be concluded from the facts above that Indonesians' reading skill is still low and needed to be improved. Furthemore, UNESCO (2011) has reported that people in Indonesia only 0.001 % who want to read. It means that the people in Indonesia has 1000:1 people who want reading a book.

In relation to these problems, reading is actually influenced by several factors, and one of the factors is interest. Interest of something is arising from the individual's interested to something because of their requirement or their feeling that something- they will be learned-will mean for them. Students who has certain needs or desires toward something will have high interest a more enthusiastic to achieve what they want to do. Sadirman (2003, p. 76) states "interest is a condition that occurred when someone sees characteristic of situation that is correlated with his/her own need and desire.

Additionally, Muhibbin (2004, p. 136) states "interest affects the quality of students' learning achievement in many field of certain study." This skill is not easy to master because there is a number of factors that directly affect student's ability to comprehend the various materials that they are assigned to read. These

factors include cognitive experience, reading rate, purpose for reading, linguistic experience, and interest (Cheek et. al., cited in Ade, 2005, p.1).

Further, a great interest in something including in his or her learning activities will encourage a person to do it better, in this case is reading activity. Sardiman (2003, p. 76) states that interest is a condition that occured when someone sees characteristic of situation that is correlated with his/her own need and desire.

In relation to this, interest is related to students' desire in reading. According to Thomas (2001), reading interest refers to how excited an individual is to engage in reading some written material. In addition, Mc Kool (2007), claims that reading interest is defined as readings done when students are outside the school compound. Furthemore, the US Departement of Education (2005) defined reading interests as whether or not students like to read in their spare time or at home or whether they like to go to the library.

The interest in English is very important to increase students achievement. Hornby (2005, p. 12) states that achievement is a thing that should be done successfully, especially using their own effort and skill. It means that students' achievement is about how success the learner can master the materials of the learning object. In addition, according to Algarabel and Dasi (2001, p. 46) "achievement is the competence of a person in relation to a domain of knowledge".

Many factors that can make the students' low on English achievement, and it can be from the interest. But another factor which influences students'

English achievement comes from the students circle such as their parents, economic status, family status, home invirontment, or classroom environment. The other factors such as motivation, teacher, learning style, environment and parents' involvement can influence the achievement (Halawah, 2006, p. 91).

In addtion, Klem and Connell (2004) found that schools which provide some conditions including high standard for academic learning and conduct, meaningful and engaging pedagogy and curriculum, professional learning communities among the staff, and personalized learning environments are more likely to have students who are engaged in and connected to school.

Based on the informal interview with the English teacher at MAN 3 Palembang, the English teacher said that some students had difficulties to understand reading text. Some of them were not interested in reading. They seemed not to be interested and felt bored in reading text. They had difficulties in comprehending phrases, clauses, and sentences and in recognizing tenses in reading. The researcher also interviewed the students of eleventh grade of MAN 3 Palembang, some students said that they felt bored when they are reading a lesson book and they were lazy to read a whole text in a lesson book. They were also low in English achievement too, because they were not interested in English lesson.

Some related studies have explored those related variables; reading interest and English achievement. It is still debatable because some researchers found a significant predictor among them and other found negative predictor at all. Firmani (2009) found that students' interest was correlated with their achievement in learning English. Then, Dewi (2012) defines that there is no

correlation between students' interest in reading English and students' achievement in English.

Based on the explanation, problems, and theories described previously, the correlation between students' reading interest and their English achievement were investigated in this study. Therefore this is study entitled "The Correlation between Reading Interest and English Achievement of the Eleventh Grade Students' of MAN 3 Palembang".

1.2 The Problems of the Study

The problems of this study are formulated in the following questions:

1. Is there any significant correlation between reading interest and English achievement of the eleventh grade students of MAN 3 Palembang?

2. Does reading interest significantly influence English achievement of the eleventh grade students of MAN 3 Palembang?

1.3 The Objectives of the Study

Based on the problems above, the objectives of this study are to determine whether or not,

1. There is significant correlation between reading interest and English achievement of the eleventh grade students of MAN 3 Palembang.

2. Reading interest significantly influences English achievement of the eleventh grade students of MAN 3 Palembang.

1.4 The Significance of the Study

There is a number of advantage that hopefully can be obtained by conducting this research. This research is expected to give additional information for the students, teachers, and for the next researchers.

First, for the students after knowing that the students' English achievement is influenced by their reading interest. It is expected that students can find out the reading topics that can make them get more interest.Therefore, they can encourage their frequency and ready in order to increase their English achievement.

Second, after conducting this research. It is expected that this research can give more benefit and information for the teacher. Further, the teachers is expected can understand that the English achievement can be infuenced by reading interest. Therefore, the teacher can help the students to encourage their reading interest and the teacher can adapt the appropriate topics for the students to improve the students' interest in reading.

And for the next researcher, it is expected that by reading this study, other researchers will have alternative source and guidance to conduct similar research. They are also expected to expand this study for better result.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) correlational research, (2) the nature of reading, (3) the importance of reading, (4) the definition of reading interest, (5) the concept of reading interest, (6) English achievement, (7) factors affecting the achievement, (8) the importance of students' reading interest in their English achievement, (9) the difference between hobbies and interests (10) previous related study, (11) hypotheses, (12) criteria of testing the hypotheses

2.1 Correlational Research

Creswell (2012, p. 338) proposes that in correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this design, researchers do not need to manipulate the variables as an experiment, instead they look for the relationship between two or more variables using the correlation statistics (Fraenkel, Wallen & Hyun, 2012, p. 338). In general, a correlational study is a quantitative method of research in which have two or more quantitative variables from the same group of subjects and to determine if there is a relationship between the two variables. In correlational study, samples should be selected randomly and include at least 30 individuals willing to partake in the study (Creswell, 2012, p. 355 and Fraenkel, et. al, 2012, p. 338).

To measure the correlation between two or more variables, "Pearson Product Moment Correlation Coefficient" is used. The correlation coefficient is a measure of the strength of the straight-line or liner relationship between two

variables. The correlation coefficient is value in the interval between -1 and 1 with zero shows that the variables uncorrelated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa. The guidelines for interpreting the correlation coefficient based on Johnson and Christensen (2012, p. 340) can be seen as below:

Table 1

The Level of Correlation

Interval Coefficient	Level of Correlation
0.00 – 0.34	Very Weak
0.34 – 0.40	Weak
0.41 – 0.64	Fair
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Source: Johnson and Christensen (2012, p. 340)

Creswell (2012, p. 340) proposes two correlation designs are explanation and prediction. The first type, explanatory design is conducted when researchers want to explore "the extents to which two or more variables co-vary, that is, where changes in one variable are reflected in changes in the other" (Creswell, 2012, p. 340 & 358). When conducting an explanatory correlational study, researchers collect data at one time as their focus is not based on future or past performance of participants. Thus, when analyzing the findings of explanatory correlation research, researchers analyze participants as a single group rather than creating subcategories of participants. Finally, in this type of study researchers collect two scores from each participant as each score represents each variable being studied.

The second type, prediction design is used by researchers when the purpose of the study is to predict certain outcomes in one variable from another variable that serves as the predictor. Prediction designs involve two types of variables: a *predictor variable* and a *criterion variable*. While the predictor variable is utilized to make a forecast or prediction, the criterion variable is the anticipated outcome that is being predicted. In prediction studies, the predictor variable is typically measured at one time while the criterion variable is usually measured at a later date (Creswell, 2012, p. 341 & 358).

2.2 The Nature of Reading

Reading is a receptive skill, like listening. This means it involves responding to the text, rather than producing it. Spratt, Pulverness, and Williams (2005, p. 21) explain that reading is one of the four language skills: listening,

speaking, reading and writing. Simply, reading involves making sense of the text at word level, sentence levels and whole-text level need to be understand and also the message of the text to our knowledge of the world need to be connected. Ershandi, Syafri, and Sumbayak (2012, p. 2) argue that reading is a skill that everyone needs whether he is a student elementary, secondary, or university and it is one of the four language skills that should be mastered by every student if they want to comprehend the text entirely.

According to Akabuike, Asika, and Emmanuel (2012, p. 6), reading needs the reader's participation in arriving at the meaning. They argue that reading involves a process of deriving meanings in print itself. They are printed symbols which merely represent the sounds of language. To derive meaning from print, readers must translate the written symbols into the sound symbols of language and utilize his or her knowledge of language to reconstruct the writer's message. It means reading is a thinking process in which it requires the reader to understand and perhaps to use different skills in gaining the information from the text such as inferring, questioning, predicting, and drawing conclusions (Zainal and Husin, 2002, p.1).

2.3 The Importance of Reading

Reading extends someone's knowledge of the world and experience. Students must read regularly. It is important to sharpen the comprehension of reading. "Reading can present the reader with new ideas, add information to old ideas, and stimulate reflection on ideas" (Muschla, 2006, p. 3).

Reading is important for students. Akabuike and Asika (2012, p. 11) found that there is a strong correlation between reading and academic achievement. In other words, a student who is a good reader is more likely to do well in school and pass the exams than a student who is a weak reader. Further, they also found that there is a strong correlation between reading and vocabulary knowledge. Therefore, students who have a lot of vocabulary is to read extensively.

Reading is important for students in general in order to cope with new knowledge in a changing world that of the technological age. Noorizah (2011, p. 2) argues that reading is a key to a wealth of experience that links people in a far way beyond distance or time. Reading provides experience to the individual so that people may expand their horizons, identify, extend and intensify their interest and gain deeper understanding of themselves and other human being and of the world. The ability to read is at the heart of self education and lifelong learning. Reading is a very important issue which is not only about enjoyment but a necessity.

2.4 The Definition of Reading Interest

Reading is a set of skills that involves making sense and deriving meaning from the printed word (Linse, 2005, p. 69). Meanwhile, Lems, et. al (2010, p. 170) argue that it becomes an envolving interaction between the text and the background knowledge of the reader. Reading is an activity to understand and comprehend the written words. Reading means action of person who reads (Hornby, 2005, p. 968). In addition, Zare and Othman (2013, p. 188) state that

reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. In other word, reading includes not only the ability to decode words, but also the awareness of their meaning or the content of the materials. A great interest in something will encourage a person to do it better, including in his or her learning activities, in this case is reading activity.

According to The New Webster Dictionary (1993, p. 215), "Interest is curiosity about something". Ningsih (2005, p. 8) states if a person has a strong interest in something which correlates to the learning activities, he or she tends to gain a better learning achievement. It is important for students to have interest in reading so they can enjoy it, just like what (Scott and Ytberg, 1993, p. 12) describe the importance of having matters as follows:

> Common sense tells us that children will apply themselves more vigorously read or learn something that they are interested in then they will read or learn something that they find interesting or boring. Interest generates motivation, and good teachers and librarian put that motivation to work by guiding students to good books on topics that satisfied their individual interest.

In addition, Sudarsana and Bastiano (2009, p. 4-27) state that reading interest is the force that drives the child to pay attention, to feel interested and excited to read the activities that they want to do on their own reading activity.

Furthermore, it can be concluded that interest is the feeling of wanting something to give your attention or something that brings advantages to someone.

2.5 The Concept of Reading Interest

When someone wants to get a better result of his or her activities, there is one substance that he or she must have, it is interest. Interest is a complex word. According to Hilgard (as cited in Ade, 2005, p.5), interest is a persisting

tendency to involve in an activity based on the feeling of like or dislike. In addition, Liliwati in Sudarsana (2009, p. 27) suggested that, reading interest is a powerful attention and deep concern accompanied with a sense of excitement to the act of reading.

Furthermore, Ningsih (2005, p. 12) states that interest is the feeling that an activity or the things we do or an object is valuable or meaningful to a person. In other words, interest is a person's tendency to involve in an activity based on the feeling of like or dislike. The activity mentioned above can be any activity including reading. Reading interest inventories can assist teachers and students in setting goals for reading. Students with similar interests may form groups to discuss a common reading. While Horby (2011, p.622) state that interest is a condition of wanting or learns about something.

According to Aliah (2013), the cause of low reading interest for Indonesian students are:

a. Many students have low reading skills.

b. Learning system in Indonesia has not made a student learn more than it has been taught.

c. Entertainment offered by TV distract the students from the books.

d. Recreation places, parks, malls, supermarkets and play stations can be more interesting than the books.

e. The students are not accustomed to reading since it is considered not their culture.

f. Parents are busy with their works so they do not have spare time to see their children activities.

g. Price of books is still expensive and not balances with the society income.

h. Most libraries in schools do not have enough book collections.

To determine the reading interest questionnaire, there were specifications of the reading interest questionnaire; individual interest, situational interest, topic interest.

2.6 English Achievement

Algarabel and Dasi (2001, p. 46) state that achievement is the competence of a person in relation to a domain of knowledge. Additionally, Sukmadinata (2007, p. 103) states that achievement of students can be seen from mastering the subject that they have taken up. Achievement refers to the good result from learning. According to Brown (2007, p.7) explores the component of the definition of learning as follows.

1. Learning is acquisition or "getting".

2. Learning is retention of information of skill.

3. Retention implies storage systems, memory, and cognitive organization.

4. Learning involves active, conscious focus and acting upon events outside or inside the organism.

5. Learning is relatively permanent but subject to forgetting.

6. Learning involves some form or practice, perhaps reinforced practice.

7. Learning is a change in behaviour.

By learning, students can have more information. To measure what they have in learning, students can have a test. Then, the result of the test will be their academic achievement. In concerning to academic achievement, it becomes an output of learner's profiency in learning second language or foreign language that has been taught or learned.

In addition, English achievement has strong relation with academic achievement. Bala (2011, p. 8) stated that academic achievement has always been the center of educational research and despite varied statements about the aims of education, the academic development of the child continue to be the primary and most important goal of education. Hence, academic is also important purpose in education.

To know one's achievement, an evaluation is needed, such as test. In other words, to get information of a student's achievement, he or she has to be tested. English achievement is the students' competence measured from English test that they get during their study. The result of the tests is assigned in the form of score. In this study, Student' English Achievement measured by Toefl Test Junior.

2.7 Factors Affecting the Achievement

According to Fitriah (2009, pp. 8-11) there are a lot of factors that influence the achievement of student. Some factors that influence the student's achievement are:

a. Intelligence

Intelligence is regarded as a potential capacity. This potential capacity is probably a function of heredity, congenital development, and growth. The growth of intelligence toward the potential capacity may be impeded by environmental stresses and strains or may be accelerated by proper stimulation. It is important to keep in mind that intelligence is complex and that individuals have many kinds of abilities and strengths, not all of which are measured by traditional IQ tests. Many students whose academic performance has been weak have experienced considerable success in second or foreign language learning.

b. Motivation

Motivation is one of the most important variables in learning. A high degree of motivation engenders an active and aggressive attitude with regard to educational goals. Motivation is actually a cluster of factors that energize behavior and give it direction. Motivation involves the learner's reasons for attempting to acquire the second language, but precisely what creates motivation is the crux of the matter.

c. Physical Conditions

Physical conditions are one of the important components of learning. Healthy five senses will support teaching learning process. Student's health affects their sensory-motor functioning. Sometimes students with sight problem, hearing problem, malnutrition, and so on. It can influence the student's achievement. A student has headache, fever, stomachache, or some injury needs immediate consideration because it can disturb the instructional process.

d. Environment Condition

Environment is part of instructional process because it can influence the students. A learner lives in a complex learning situation that may be divided into three parts: the social environment, the physical environment, and the cultural environment. Parts of the social world, the physical world, and the cultural world are selected to become stimuli to the learner. Educational environment is defined as the emotional, physical, and intellectual climate that is set up by the teacher and students to contribute to wholesome learning situation. It has to support the instructional process. Educational milieus comprise of family (parent and sibling), school and community.

As one of tripartite education, family is primary community for the children. Family is the first and primary educational environment for the child. It becomes the first educational environment because the child got his education and counseling for the first time. The family is also as primary educational environment because the child spends most of his time in a family. Additionally, the parents and siblings can focus attention on one child and so opportunity for interested, motivated, natural help is available covering considerable amounts of time. Bad environment may cause stress for students. In many cases students with bad environment may have worst achievement than students with good environment.

2.8 The Importance of Students' Reading Interest in Their English Achievement

Teachers create contexts for engagement when they provide prominent knowledge goals, real-world connections to read, meaningful choices about what,

when, and how to read, and interesting texts that are familiar, vivid, important, and relevant. Teachers can further engagement by teaching reading strategies. A coherent classroom fuses these qualities. Engaged reading is a merger of motivation and thoughtfulness. Enganged readers seek to understand; they enjoy learning and they believe in their reading abilities. They are mastery oriented, intrinsically motivated, and have self-efficacy. Devotion to reading spans across time, transfers to a variety of situations, and culminates in valuable learning. Devoted students are intent on reading to understand.

They focus on meaning and avoid distractions. Strategies such as self-efficacy. Devotion to reading spans across time, transfers to a variety of situations, and culminates in valuable meaning. Devoted students are intent on reading to understand. They focus on meaning and avoid distractions. Strategies such as self-monitoring and interference are used with little effort. These reader exchange ideas and interpretations with fellow students. We refer to such students, those who are intrinsically motivated to read for knowledge and enjoyment, as "engaged" readers.

In cross-age comparisons, 13-year-old students with higher reading engagement achieved at a higher level than did less engaged 17-year-old students. Engagement in reading can also compensate for low achievement attributed to low family income and educational background. In the same national data, engaged readers from low income/education families achieved at a higher level than did less engaged readers from high income/education backgrounds. Engaged

readers can overcome obstacles to achievement and become agents of their own reading growth (Gutjohlemsthrie, Schafer, & Huang, 2001).

2.9 The Difference between Hobbies and Interests

In this study, the researcher focus on meaning interest. According to Hilgard (as cited in Ade, 2005, p.5), interest is a persiting tendency to involve in an activity based on the feeling oflike or dislike. The activity mentioned above can be any activity like interest about something. An interest had different meaning with hobby. Furthemore, Azevedo (2011) states that hobbies are classic examples of activities that combine fun and learning-intensive practices. It can be concluded that interest is the receptive thing and hobby is the productive thing.

2.10 Previous Related Studies

While doing the library research to collect information for this research, the researcher found some studies related to the researchers present study. Nurshohifah (2013) conducted a study entitled "The Relationship between Students' Reading Interest, Vocabulary Mastery and Their Reading Ability on Descriptive Text on The Eighth Grade Students in Kecamatan Banjar Pandeglang". The population were 344 students, and 144 students were taken randomly as sample. The results revealed that there was a positive relationship between students' reading interest and students' reading ability on descriptive text.

The second study was written by Firmani (2009) who conducted a study entitled "The Correlation between Students' Interest and Their Achievement in

Learning English at The Second Year of SLTPN 1 Pamulang". The participants were 30 students. Observation, documentation and questionnaire were used as the instruments. The results revealed that students' interest was correlated with their achievement in learning English".

The third study was written by Dewi (2012) who conducted a study entitled "The Correlation between Students' Interest in Reading English and Students' Achievement in English to Seventh Grade of SMP N 1 Leuwimunding. The member of the sample in this research was 61 students representing 410 students from seventh grade of SMPN 1 Leuwimunding". This study used a descriptive analysis method by using pearson product moment formula. The results revealed that there was no correlation between students' interest in reading English achievement in English to the seventh grade of SMPN 1 Leuwimunding.

And the last, the related study was done by Fathmawati (2016) to the eleventh grade students of state senior high schools in Indralaya. This study investigated the students' perception of classroom environment, motivation in learning English and their English achievement. But in this study the writer only focuses on the result that showed the students' perception of classroom environment and their English achievement. And it showed there was a significant correlation between students' perception of classroom environment and their English achievement, and the result of the correlation was weak correlation.

In comparison with the previous related studies above, this study has some similarities since it has the same independent variable (reading interest) and dependent variable (English achievement). The researcher and the previous study

has the similarities method. However, there are some differences among each other. The previous study had used random sampling technique while the researcher used non random sampling (convenience sampling). In this previous related studies, the researcher has different level with the previous study. In other hand, the researcher used different instrument to collect the data. Furthermore, this study conducted in different setting from the previous studies.

2.11 Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_o: There is no significant correlation between students reading interest and English achievement of the eleventh grade students' of MAN 3 Palembang.

   H_a: There is a significant correlation between students reading interest and English achievement of the eleventh grade students' of MAN 3 Palembang.

2. H_o: Reading Interest does not influence English achievement of the eleventh grade students' of MAN 3 Palembang.

   H_a: Reading Interest significantly influences English achievement of the eleventh grade students' of MAN 3 Palembang.

2.12 Criteria of Testing the Hypotheses

To test the hypothesis above the researcher uses these criteria based on (Fraenkel, Wallen, & Hyun, 2012, pp. 228-229; Cohen, Manion, & Marrison, 2007, pp. 519-520):

1. If p-value is higher than 0,05 ($p>0,05$), the level of significance is 5%, H_0 is accepted and H_a is rejected.

2. If p-value is lower than 0,05 ($p<0,05$), the level of significance is 5%, H_0 is rejected and H_a is accepted.

CHAPTER III

METHOD OF RESEARCH

This chapter presents: (1) research design, (2) research variables, (3) operational definitions, (4) subject of the study, (5) data collection, (6) data instrument analysis and (7) data analysis.

3.1 Research Design

In this study, the researcher used correlational research method to find out the correlation between variables and interpret the result that may appear. The researcher used this method to find out the correlation between reading interest and students' English achievement. Creswell (2005, p. 52) states that correlation design is procedures in quantitative research in which investigators measure the degree of association (relationship) between two or more variables using the statistical procedure of correlation analysis. According to Fraenkel, Wallen and Hyun (2012, p. 331), correlational studies investigate the possibility of relationship between two variables, although investigation of more than two variables are common.

The first procedure, the students' reading interest was identified by using reading interest questionnaire taken from Jacobs (2002). The second, The TOEFL Junior test was given to the students. After getting the result of the reading interest questionnaire and TOEFL test, the correlation between the variables were analyzed by using SPSS 16. The last, explanation and interpretation of the result were discussed. The research design was as follows:

$$\boxed{X} \longrightarrow \boxed{Y}$$
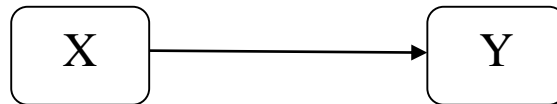
X =   Students' reading interest

Y =   Students' English achievement

3.2   Research Variables

According to Fraenkel (2012, p. 80), a common and useful way to think about variables is to classify them as *independent* or *dependent.* Independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In common sense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. In this study, the independent variable was students' reading interest, while the dependent variable was their English achievement.

3.3 Operational Definitions

Operational definition is a definition of a concept in terms which can be observed and measured (Richards & Schmidt, 2010, p. 411). The title of this research is *the correlation between reading interest and English achievement of the eleventh grades of MAN 3 Palembang*. To avoid misunderstanding, some key

words need explanations. There are three key words that need explanations; *correlation, reading interest and English achievement.*

Correlation refers to connection between the two variable of the study, students' reading interest and students' English achievement, as shown by the correlation coefficient.

Reading interest refers to the tendency of the students in reading something as their favorite activity as measured by the reading interest questionnaire.

English achievement refers to the competency achieved by the students in English subject. A test was given to the students and the results was used to determine the students' English achievement.

In conclusion, the correlation between reading interest and English achievement of the eleventh grade students' of MAN 3 Palembang means the action of identifying of the significant relationship between two varriables; students' reading interest and English achievement of eleventh grade of MAN 3 Palembang.

3.4 Subject of the Study

To get the data of study, this research needed a subject. The subject of the study was eleventh grade students of MAN 3 Palembang.

3.4.1 Population

Population is the larger group to which one hopes to apply the results. (Fraenkel, Wallen & Hyun, 2012, p.91). The population of this study was the

eleventh grade students of MAN 3 Palembang, which consisted of nine classes. The distribution of population of the study can be seen in Table 2.

Table 2

Distribution of Population

No	Class	Number of Students
1.	MIA. I	31
2.	MIA. 2	31
3.	MIA. 3	34
4.	MIA. 4	35
5.	MIA. 5	36
6.	MIA. 6	36
7.	IS. 1	32
8.	IS. 2	37
9.	IS. 3	36
Total		**307**

Source:Documentation MAN 3 Palembang in Academic Year of 2016-2017

3.4.2 Sample

Creswell (2012, p. 142) finds that sample is a subgroup of the target population that the researcher was plan to study for generalizing about the target population. The sample of this study was be taken by using nonrandom sampling technique. Nonrandom sampling (convenience sampling) that is, the researcher

selects individuals who can be "conveniently selected" (Johnson & Christensen, 2012, p. 263). Moreover, Dornyei (2007), states convenience sampling is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time. Additionally, Lawrence, et. al (2013) states "the main objective of convenience sampling is to collect information from participants who are easily accessible to the researcher like recruiting providers attending a staff meeting for study participation. Therefore, there were 140 students to be the sample in this study. The distribution of population of the study can be seen in Table 3.

Table 3

Distribution of Sample

No	Class	Number of Students
1.	MIA. 5	36
2.	MIA. 6	36
3.	IS. 1	32
4.	IS. 2	37
Total		**141**

Source: Documentation MAN 3 Palembang in Academic Year of 2016-2017

3.5 Data Collection

The researcher applied two kinds of techniques to collect the data namely questionnaire to know students' reading interest and TOEFL test to know their English achievement.

3.5.1 Questionnaire

The researcher collected reading interest by using questionnaires. Johnson and Christensen (2012, p. 162) defines questionnaire as a self-report data-collection instrument that each research participant fills out as part of a research study. It is the most frequently used data collection method in educational and evaluation research (Radhakrishna, 2007). Tarigan (2007, p. 101) defines questionnaire as reformulated written set of questions to which respondents record their answer, often within rather closely alternatives.

In this study, the questionnaire was given to the eleventh grades students of MAN 3 Palembang, to measure students' reading interest. A readymade questionnaire namely reading interest taken from Jacobs (2002) was used. There were 26 questions in form of 5- point likert scale, and the specifications of the reading interest can be seen in the table below:

Table 4
Spesifications of the Reading Interest Questionnaire

Sub Variables	Number of Items	Items Number
Individual Interest	13	3, 4, 5, 6, 7, 8, 11, 13, 14, 18, 19, 20, 26
Situational Interest	9	1, 9, 10, 12, 15, 16, 23, 24, 25
Topic Interest	4	2, 17, 21, 22
Total	**26**	

3.5.2 English Achievement Test

English achievement test was measured an individual's knowledge or skill in a given area or subject (Fraenkel, et al., 2012, p. 127). To obtain the students' English achievement, the researcher used TOEFL Junior test. The purpose of the TOEFL Junior test was to provide an objective measure of the degree to which students in the target population have attained proficiency in the academic and social English language skills representative of English-medium instructional environments (*Handbook for the TOEFL junior standard test*, 2015, p. 2).

The designers of the TOEFL Junior Standard test was asserted that the TOEFL Junior Standard test is an English-proficiency test that was not based on or limited to any specific curriculum. There were three sections: listening, structure, and reading. Each section contains 42 four-choice questions with a total testing time of 1 hour 55 minutes. TOEFL Junior test scores were determined by the number of questions a student has answered correctly. There was no penalty for wrong answers. The categories of the result of the test were grouped into very good, good, average poor, and very poor. The score interval based on the score that applied at MAN 3 Palembang.

3.6. Validity and Reliability

Fraenkel, Wallen and Hyun (2012, p.147) state that validity and reliability are important to consider when it comes to the selection or design of the instruments a researcher intends to use.

3.6.1. Test Validity

"Validity is the development of sound evidence to demonstrate that the intended test interpretation (of the concept or construct that the test is assumed to measure) matches the proposed purpose of the test." (Creswell, 2012, p.164). Fraenkel, Wallen, and Hyun. (2012, p. 147) argue that validity is the most important idea to consider when preparing or selecting an instrument for use.

3.6.1.1 Validity of Questionnaire

In this study, the content validity was obtained for reading interest questionnaire. The questionnaire was readymade from Joan K. Jacobs (2002). It consisted of 26 items distributed to 140 students in the eleventh grade students of MAN 3 Palembang as the sample and measured by using Likert Scale. Readymade questionnare was also used by the other researchers to measure students'reading interest in SMA N 3 Palembang.

After translating the questionnaire into Indonesian version, the researcher asked three experts who have teaching experiences, TOEFL score higher than 500, and already have got magister of degree from lecturers of English Education of UIN Raden Fatah Palembang to evaluate whether in instrument was valid or not.

3.6.1.2. Validity of Toefl Junior Test

According to Radhakrishna (2007), it is necessary to consider each questions, e.g. whether the questionnaire measures what it represents the content, and whether it is comprehensive enough to collect all the information needed. The TOEFL *Junior* Standard test is an objective and reliable measure

of English communication skills. While the ETS university-level *TOEFL* test continues to set the standard for the measurement of English-language proficiency worldwide, the *TOEFL Junior* standard test measures the degree to which students in middle school and lower levels of high school have attained proficiency in the academic and social English-language skills representative of English-medium instructional environments.

3.6.2. Test Reliability

Reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another. Fraenkel, Wallen, and Hyun (2012, p.157) state that to decide if the questionnaire is reliable, the coefficient should be at least 0.70, preferably higher.

3.6.2.1. Reliability of Questionnaire

In this study the researcher applied Cronbach Alpha technique which is carried out by SPSS to find out the internal consistency reliability of the questionnaire. It is used to check reliability of scores, the coefficient should be at least 0.70, preferably higher. Therefore, the questionnaire will be reliable if the coefficient is 0.70 or higher. Further reliability analysis indicated scale reliabilities ranging from 0.93. it means that the reading interest is reliable.

3.6.2.2. Reliability of English Achievement Test

The reliability coefficient is an estimate of the correlation between scores on different forms of the test. It can vary from .00 (indicating no agreement at all) to 1.00 (indicating perfect agreement). The reliability coefficients of the three

TOEFL Junior standard scores, in the group of all test takers, are estimated to be as follows:

Table 5
Reliability of TOEFL Junior

Reliability Estimates of the TOEFL Junior Standard Test Scores	
Listening Section	.87
Language Form & Meaning Section	.87
Reading Section	.89
Total	.95

(Source: TOEFL Junior Handbook, 2015, p. 29)

The standard error of measurement indicates the extent to which test takers' scores differ from their "true scores". A test taker's "true scores" is the average of the scores that test taker would care on all possible forms of the test. The difference between a test taker's "true score" and the score the test taker actually earned is called "error of measurement". The standard error of measurement, for a group of test takers, is the average size of those differences.

3.7. Data Analysis

After distributing the questionnaire and test, the researcher checked and analyzed the collected data.

3.7.1 Instrument Analysis

3.7.1.1 The Analysis of Questionnaire

To get the score of students' reading interest, the researcher counted the total of the scales in five scales from strongly disagree to strongly agree. The questionnaire contains of 26 items and the scale ranges were from 1 to 5 that range from "strongly disagree" to "strongly agree". the researcher divided the

levels of students' reading interest into low, medium, and high level's. The interval categories of reading interest were presented in the table below:

Table 6
Categories of Reading Interest

Categories	Score Interval
High	96-130
Medium	61-95
Low	26-60

3.7.2 The Analysis of Test

The students' English achievement was analyzed to determine the score of the students from TOEFL Junior test. There is no penalty for wrong answer. TOEFL Junior Standard Test scores are determined by the number of questions a student has answered correctly. The correct answer was scored 1 and the incorrect answer was scored 0. The highest score would be 100 and the lowest would be 0. The formula can be seen below:

$$TOEFL\ Junior\ Test = \frac{the\ number\ of\ the\ right\ answers}{the\ total\ number\ of\ the\ test}\ x\ 100$$

After, the score of TOEFL Junior Test have been already obtained. The result would be classified based on the classification that applied at MAN 3 Palembang in Academic Year 2016-2017. The category of English achievement can be seen in the table below:

Table 7
Score Categories

No.	Score Range	Grade Point	Categories
1	80-100	A	Very Good
2	70-79	B	Good
3	60-69	C	Average
4	50-59	D	Poor
5	0-49	E	Very Poor

(Source: MAN 3 Palembang in Academic Year 2016-2017)

To analyze the data obtained from the questionnaire and student's English test in order to see the correlation and influence between one variable and another variable, the Statistical Package for Social and Science (SPSS) version 16 computer program was employed. The distribution of the frequency including mean and standard deviation were presented in order to know the information about the student's English achievement and reading interest. Then, the data gathered from the test and questionnaire were calculated again by using Pearson Product Moment Correlation in order to see the correlation of those two variables.

3.8 Distribution of Frequency Data

In distributions of frequency data, the score from reading interest questionnaire and TOEFL junior test were analyzed. SPSS Statistics Program version 16 was used to get the result of frequency data.

3.8.1 Descriptive Statistics

In descriptive Statistics, number of sample, the score of minimum, the score of maximum, mean, and standard deviation were obtained. Descriptive

statistics have got from the scores of questionnaire and test. Then, SPSS Statistics Program was used to get the result of analysis descriptive analysis.

3.8.2   Pre-requisite Analysis

In terms of correlation and regression, it was necessary to know whether the data was normal for each variable and linear between two variables.

3.8.2.1 Normality Test

In this study, normality test was used to find out whether the data of reading interest questionnaire and TOEFL junior test was normal or not. The researcher used I-Sample Kolmogorov-Smirnov in SPSS. If p-value is higher than 0.05, then it was normal and vice versa.

3.8.2.2 Linearity Test

In this study, linearity test was conducted to know whether the data of reading interest questionnaire and TOEFL junior test was linear or not. If the score was higher than 0.05, the two variables were linear. Linearity test in SPSS was used to see if the data was linear or not.

3.9 Correlation Analysis

After getting the result of reading interest questionnaire and English achievement test of students, Pearson – Product Moment Correlation Coefficient was used to find out whether or not there was a significant correlation between the variables. Significant correlation is found whenever p-value is lower than 0.05.

3.10   Regression Analysis

The researcher used regression analysis to see the value of contribution of predictor variable (the students' reading interest) toward the criterion variable

(the students'English achievement) by analyzing the data of reading interest questionnaire and their English achievement. Regresssion Analysis can be applyed if there is a correlation.

In correlation, the effect size is called as the coefficient of determination, symbolized by R-Square. In short, the coefficient of determination indicates the percentage of the variability between the criterion scores that can be attributed to differences in the scores on the predictor variable (Fraenkel et al., 2012, p. 335). Regression Analysis can be applied if there is a correlation.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) research findings, (2) statistical analyses, and (3) interpretations.

4.1. Research Findings

There were two kinds of research findings in this study: (1) the result of students' reading interest and (2) the result of students' English achievement.

4.1.1 Result of Students' Reading Interest

The descriptive statistical analysis of students' reading interest for the participants is shown in Table 8. The maximum score was 126, and the lowest score was 12. The mean of students' reading interest for the participants was 79.58 and the standard deviation was 22.649. The data showed in the table as follows:

Table 8
Descriptive Statistics of Reading Interest

Statistics

Reading Interest

N	Valid	130
	Missing	0
Mean		79.58
Std. Error of Mean		1.986
Median		83.50
Std. Deviation		22.649
Minimum		12
Maximum		126
Sum		10346

It was revealed that from the questionnaire, the five levels of reading interest were all perceived by the students with different numbers; "low" as the least perceived level and "high" as the most perceived one. The details are as follow:

Table 9
Distribution of Students' Reading Interest

No	Score Interval	Category	Frequency	Percentage
1	96-130	High	41	31.5 %
2	61-95	Medium	54	41.5 %
3	26-60	Low	35	27 %
Total			130	100 %

The results showed that there were 41 students (31.5%) in high reading interest category, 54 students (41.5%) were in medium reading interest category, 35 students (27%) were in low reading interest category. In conclusion, it revealed that from the reading interest questionnaire, medium reading interest level was the most obtained by the students.

4.1.2 Result of Students' English Achievement

The descriptive statistical analysis of English achievement for the participants is shown in Table 10. The maximum score is 97, and the minimum score is 30. The mean of the English achievement scores for the participants is 68.42, and the standard deviation is 16.259. The data showed as follows:

Table 10
Descriptive Statistics of English Achievement

Statistics

English Achievement

N	Valid	130
	Missing	0
Mean		68.42
Std. Error of Mean		1.426
Median		71.00
Std. Deviation		16.259
Minimum		30
Maximum		97
Sum		8895

It was revealed that from the English achievement test, the five categories of English achievement were all obtained by the students with different numbers; "Average" as the least obtained category and "Very Good" as the most obtained category. The distribution is presented in the following table:

Table 11
Distribution of Students' English Achievement

No	Score Interval	Category	Number of Students	Percentage
1	80 - 100	Very good	37	28.5 %
2	70 – 79	Good	33	25.4 %
3	60 – 69	Average	24	18.5 %
4	50 – 59	Poor	15	11.5 %
5	0 - 49	Very poor	21	16.1 %

Total	130	100 %

The results showed that there were 37 students (28.5%) were in very good English achievement, 33 students (25.4%) were in good English achievement and 24 students (18.5%) were in average English achievement, 15 students (11.5%) were in poor English achievement, 21 students (16.1%) were in very poor English achievement. In conclusion, it revealed that from the English achievement test, very good English achievement level was the most obtained by the students.

4.2 Statistical Analyses

There were three statistical analyses that the researcher applied in this study:

1. The statistical analysis of normality and linearity

2. The statistical analysis of correlation analysis between students' reading interest and their English achievement in all participants.

3. The statistical analysis of regression analysis between students' reading Interest and their English achievement in all participants.

4.2.1. Normality test and Linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 16th version for windows. As parametric statistics, in term of correlation and regression, and convenience sampling technique were used in this

research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if p> 0,05. If p< 0,05, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table 12 indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .114 for reading interest and .158 for English achievement (See the test of normality on appendix).

Table 12
Normality Test

One-Sample Kolmogorov-Smirnov Test

		Reading Interest	English Achievement
N		130	130
Normal Parameters[a]	Mean	79.58	68.42
	Std. Deviation	22.649	16.259
Most Extreme Differences	Absolute	.101	.099
	Positive	.083	.050
	Negative	-.101	-.099
Kolmogorov-Smirnov Z		1.147	1.126
Asymp. Sig. (2-tailed)		.144	.158
a. Test distribution is Normal.			

The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 2. Distribution of Reading Interest Data

Normal Q-Q Plot of Reading Interest
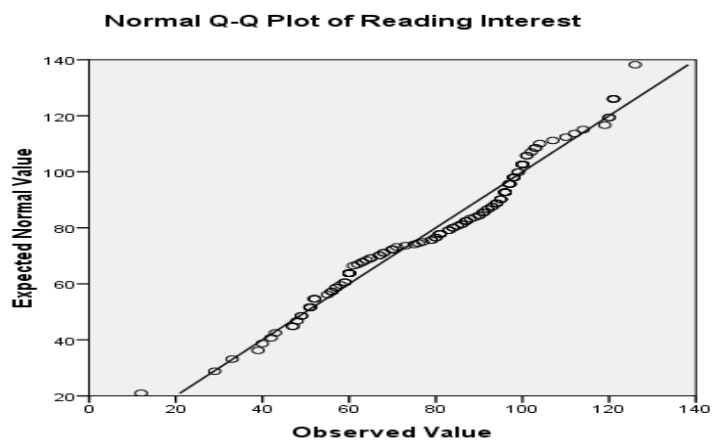
Figure 3. Distribution of English Achievement Data

Normal Q-Q Plot of English Achievement
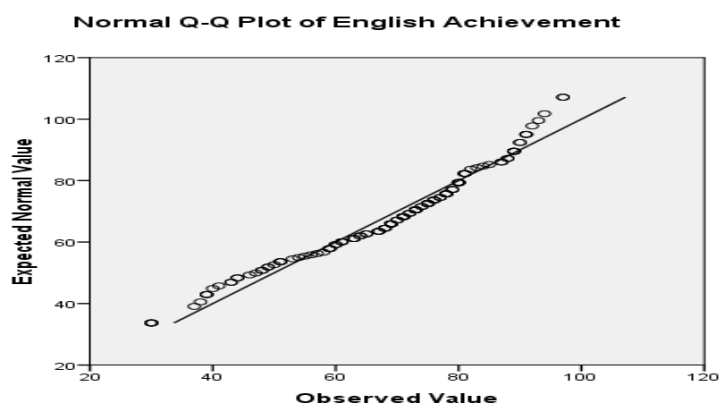
4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The results showed that, the deviation from linearity between reading interest and English achievement was .175. To sum up all the data were linear for each correlation and regression (see test of linearity on appendix).

Table 13

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
English Achievement * Reading Interest	Between Groups	(Combined)	21972.651	63	348.772	1.898	.005
		Linearity	7576.288	1	7576.288	41.226	.000
		Deviation from Linearity	14396.364	62	232.199	1.264	.175
	Within Groups		12129.079	66	183.774		
	Total		34101.731	129			

Linearity Test

4.2.2 Correlation between Students' Reading Interest and Their English Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the reading interest questionnaire and English achievement. Based on Pearson Product Moment Correlation Coeficient, the result indicated that the pattern of correlation between reading interest and

English achievement was positive. The correlation coefficient or the *r*-obtained (.471) was

higher than *r*-table (.172). then the level of probability (*p)* significance (sig.2-tailed) was .000. It means that *p* (.000) was lower than .05. Thus, there was a significant correlation between the students' reading interest and their English achievement.

Table 14
Correlation between Students' Reading Interest and Their English Achievement

Correlations

		Reading Interest	English Achievement
Reading Interest	Pearson Correlation	1	.471**
	Sig. (2-tailed)		.000
	N	130	130
English Achievement	Pearson Correlation	.471**	1
	Sig. (2-tailed)	.000	
	N	130	130

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

4.2.3 Influence of Students' Reading Interest on Their English Achievement

This section answered the second research problem. By analyzing the result of descriptive statistic for the reading interest questionnaire and English achievement.

In addition, since there was a significant correlation between the reading interest and English achievement, it can be inferred that students' reading interest has significant influence on their English achievement. However, regression analysis

was still used to find out if students' reading interest influenced their English achievement.

The results indicated that the students' reading interest influenced English achievement significantly with t_{value} (6.046) was higher than t_{table} (1.656) with sig. value (.00) was lower than probability (.05). Therefore, there was a significant influence between students' reading interest toward their English achievement of MAN 3 Palembang. It means that there was a significant influence of students' reading interest on their English achievement.

Table 15

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.494	4.629		8.964	.000
	Reading Interest	.338	.056	.471	6.046	.000

a. Dependent Variable: English Achievement

In addition, to know the percentage of reading interest influence on English achievement, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was .222. It means that students' reading interest gave significant effect in the level of 22.2 % toward English achievement, and 77.8 % was unexplained factors value. Table 4.9 is shown as the result of Model Summary follow:

Table 16
Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.471[a]	.222	.216	14.395

a. Predictors: (Constant), Reading Interest

4.3. Interpretation

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was a significant correlation between reading interest and English achievement. Also, there was a significant influence of reading interest on English achievement.

First, based on the result of Pearson product moment correlations, it was found that there was a positive and a significant correlation between reading interest and English achievement of MAN 3 Palembang (*r*- .471). This means that reading interest had relation to their performance in English achievement. According to Johnson and Christensen (2012) the level of correlation between reading interest and English achievement was fair. The explanation to support this finding is that from the beginning of the first class the participants had been involved in English practices and assignments or explores to English materials and interactions from printed textbooks, online media, newspaper, English reading interest and social networks. Also the students joined English course inside and outside school.

Furthermore, it might be because the eleventh grade students of MAN 3 Palembang are aware of their English achievement. They had ability to formulate though, feeling and actions that result in gaining one's goals utilizing some information related to reading interest that an individual has acquired from motivation performances. Besides, they used to follow rules that exist in their school, especially in learning English. According to Tylor (2003, p. 351-362), reading interest has a strong positive relationship with the success of students both in school and life. Moreover, reading interest when students read, they will gain more knowledge and this will help them to have wider and broader perspectives on certain issues.

Nevertheless, another finding by Nurshohifah (2013) found that there was a positive relationship between students' reading interest and students' reading ability on descriptive text. There are some factors that can impact reading interest such as concentration, motivation and family background. Besides, there was distinguish into 3 components such as individual interest, situational interest, and topic interest.

In addition, this present study is in agreement with the studies of previous study. Firmani (2009) agree that reading interest has relationship with English achievement. Some factors that can contributed in reading interest such as the role of interest in learning, and the result of learning English. The students who have high interest of something try to get more knowledge than the students who have low interest and they also more attention during learning.

On the contrary, Dewi (2012) the sample in this research was 61 students representing 410 students from seventh grade of SMPN 1 Leuwimunding". This study used a descriptive analysis method by using Pearson product moment formula. The result revealed no correlation between students' interest in reading English achievement. The factors to influence the low reading interest such as, support from their patterns, instrument supporting in the library inadequate, low reading material, and low interest read the community.

In short, the total contribution of reading interest and English achievement showed significant correlated and influenced. However the unexplained factors also had contribution on English achievement. The findings of the study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

Finally, this study was success in investigating the correlation and the influence between reading interest and English achievement of the eleventh grade students at MAN 3 Palembang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents, (1) conclusions and (2) suggestions based on the findings of the research

5.1. Conclusions

Based on the findings and interpretations of the study, there are some conclusions can be drawn, there was a significant correlation between students' reading interest and their English achievement (r-.471). The finding showed that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Based on the findings, it showed that there was significant influence (22.2%) of students' reading interest on their English achievement. It means that students' reading interest gave dominant effect on their English achievement. It also means that the students who is good at using their reading interest would have good achievement in English and the students who is not good at using their reading interest would have bad achievement in English.

5.2. Suggestions

Based on the conclusion above, it can be reached some suggestions for teachers, the students and everyone involved in the teaching and learning process of English. Teachers are suggested to help the students to develop reading interest, 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. Because, in order to have reading interest, someone should have something which makes him

or her attracting with the text being read so that teachers should select the suitable and attractive one to be given to the students in order to build their interest.

Students are suggested to be aware of the issues and problems happened around them. They have to analyze and evaluate it to build their reading interest. The students should have enough vocabulary in order to understand the text literally and interpretatively. However, students should not only know the meaning of a word but also its role in a text. It is important to know the word's role or part of speech of a word as the text they usually read is not that simple but sometimes they find it as a complex one.

Hopefully, it can help them to improve their reading interest and English achievement as well. Syllabus designers and material developers of English course books are suggested to see reading interest as one of the effective elements in both academic and future career success.

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Appendix A

Interview for Students:

1. Do you like reading?

2. Are you accustomed to reading English bokks?

3. Do you read in your spare time?

4. Are you motivated and interested to go to library to read English books in your spare time?

5. In your opinion, is English difficult?

6. What are the difficulties that you face in doing English assignment?

7. How about your score in English?

Interview for English Teachers:

1. Do you know about reading interest and english achievement to improve the students achievement?

2. From listening, speaking, reading,and writing in English subject, which one is the most difficult for your students when you teach them?

3. Why reading so difficult to teach for your students? What are your students problems?

Appendix B

Reading Interest Questionnaire

Students' name :
Class :
School :

Directions / petunjuk
1. Write your name, class, and your school   Tulis namamu, kelas, dan sekolahmu.
2. Give your response for each statement below by giving (checklist) in the column   Beri jawaban untuk pernyataan tersebut dan beri tanda (centang) di dalam kolom.
3. On this survey you will find a list of statements about reading. Please read each statement carefully and tick whether you: Dalam survey ini kamu akan menemukan pernyataan-pernyataan tentang membaca. Bacalah dengan seksama dan pilih apakah kamu diantaranya:

SD	**strongly disagree with the statement** **Sangat tidak setuju dengan pernyataan tersebut**
D	**disagree with the statement** **Tidak setuju dengan pernyataan tersebut**
U	**are undecided about the statement** **Tidak diputuskan dari pernyataan tersebut**
A	**agre with the statement** **Setuju dengan pernyataan tersebut**
SA	**strongly agree with the statement** **Sangat setuju dengan pernyataan tersebut**

Example:

	SD	D	U	A	SA
I like chocolate ice cream. **Saya sangat suka es krim coklat.**					

Items	SD	D	U	A	SA
1. Most of my friends read. Kebanyakan teman saya membaca.					
2. I am excited when I think about reading a new book. Saya senang ketika saya membaca buku baru.					

3. I choose to read during the summer and during school vacations. Saya memilih untuk membaca selama musim panas dan liburan sekolah.					
4. I enjoy going to the library or book store to get books. Saya suka pergi ke perpustakaan atau toko buku untuk membeli beberapa buku.					
5. I like to read. Saya suka membaca.					
6. I like to learn words. Saya suka mempelajari kata-kata.					
7. I make time to read. Saya meluangkan waktu untuk membaca.					
8. Reading makes me feel relaxed. Membaca membuatku merasa nyaman.					
9. I read to escape. Saya membaca sebagai pelarian.					
10. I read to explore. Saya membaca untuk menjelajahi sesuatu.					
11. Read whenever I can. Membaca kapanpun saya bisa.					
12. My friends know I like to read. Teman saya tahu kalau saya suka membaca.					
13. Reading is interesting for me. Menurut saya, membaca itu menarik.					
14. Reading is my favorite hobby. Membaca adalah kegemaranku.					
15. Reading makes me feel better when I am sad. Membaca membuatku merasa lebih baik ketika saya bersedih.					
16. I am statisfied with my performance in reading. Saya puas dengan kemampuan saya dalam membaca.					
17. When I like a book, I sometimes read it again. Ketika saya menyukai sebuah buku, terkadang saya membacanya lagi.					
18. When I read, I lose track of time. Ketika saya membaca, saya jadi lupa					

waktu					
19. I can read for 20-25 minutes without a break. Saya dapat membaca selama 20-25 menit tanpa istirahat.					
20. Sometimes when I read, I do not hear other people talking to me. Terkadang, ketika saya membaca, saya tidak menghiraukan yang lain.					
21. I suggest good books for my friends to read. Saya menyarankan sebuah buku kepada teman saya.					
22. I read parts of books and stories aloud to my family or friends. Saya membaca bagian buku-buku dan cerita-cerita dengan keras pada keluarga dan teman saya.					
23. Reading is what I do well. Membaca adalah keahlian saya.					
24. My teacher knows I am a good reader. Guru saya tahu kalau saya adalah pembaca yang baik.					
25. I talk to friends about what I read. Saya memceritakan pada teman-teman tentang apa yang saya baca.					
26. Overall, I enjoy reading. Keseluruhan, saya suka membaca.					

Appendix B

English Achivement (using Toefl Test Junior)

Handbook for the TOEFL junior standard test. (2015). United States: Educational testing service. Retrieved from: http://www.ets.org/TOEFL_Junior.

Appendix C

Descriptive Statistics of Reading Interest

Statistics

Reading Interest

N	Valid	130
	Missing	0
Mean		79.58
Std. Error of Mean		1.986
Median		83.50
Std. Deviation		22.649
Variance		512.973
Minimum		26
Maximum		130
Sum		10346

Appendix D
Descriptive Statistics of English Achievement

Statistics

English Achievement

N	Valid	130
	Missing	0
Mean		68.42
Std. Error of Mean		1.426
Median		71.00
Std. Deviation		16.259
Minimum		30
Maximum		97
Sum		8895

Appendix E

LEMBAR VALIDASI KUESIONER

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik"   a: dapat digunakan tanpa revisi

2 = berarti "cukup baik"   b: dapat digunakan dengan sedikit revisi

3 = berarti "baik"   c: dapat digunakan dengan banyak revisi

4 = berarti "sangat baik"   d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	**Aspek Petunjuk**				
	1. Petunjuk kuestioner dinyatakan jelas				
	2. Kriteria skor dinyatakan jelas				
II.	**Aspek Cakupan Kuesioner Kognitif**				
	1. Butir-butir pertanyaan pada kuesioner kognitif dinyatakan dengan jelas				
III.	**Aspek Bahasa**				
	1. Rumusan pernyataan komunikatif				
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar				
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami				
IV	**Penilaian validasi umum**	a	b	c	d

Kesimpulan:

…………………………………………………………………….

…………………………………………………………………….

Palembang,   2017

Validator

…………………………..

Appendix F

The Results of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Reading Interest	English Achievement
N		130	130
Normal Parameters[a]	Mean	79.58	68.42
	Std. Deviation	22.649	16.259
Most Extreme Differences	Absolute	.101	.099
	Positive	.083	.050
	Negative	-.101	-.099
Kolmogorov-Smirnov Z		1.147	1.126
Asymp. Sig. (2-tailed)		.144	.158

a. Test distribution is Normal.

Appendix G

Q-Q Plot of Reading Interest and English Achievement

Normal Q-Q Plot of Reading Interest

Normal Q-Q Plot of Reading Interest
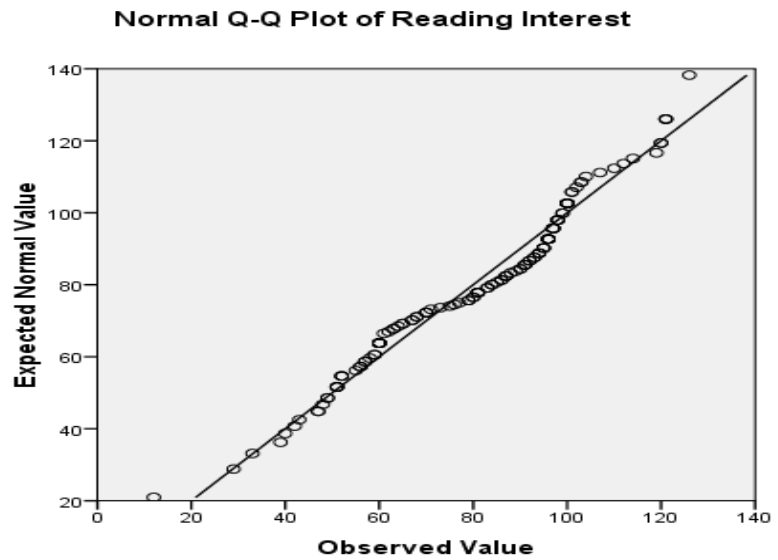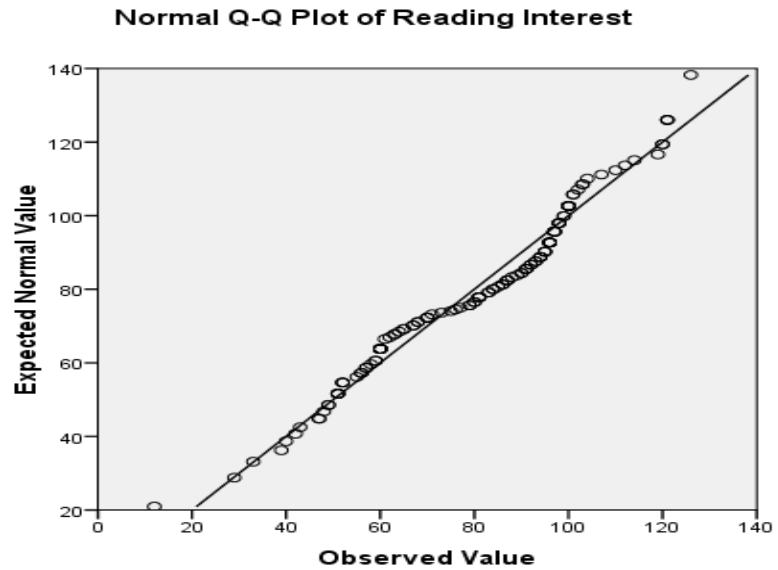
Appendix H

The Result of Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
English Achievement * Reading Interest	Between Groups	(Combined)	21972.651	63	348.772	1.898	.005
		Linearity	7576.288	1	7576.288	41.226	.000
		Deviation from Linearity	14396.364	62	232.199	1.264	.175
	Within Groups		12129.079	66	183.774		
	Total		34101.731	129			

Appendix I

The Result of Pearson Product Moment Analysis

Correlations

		Reading Interest	English Achievement
Reading Interest	Pearson Correlation	1	.471**
	Sig. (2-tailed)		.000
	N	130	130
English Achievement	Pearson Correlation	.471**	1
	Sig. (2-tailed)	.000	
	N	130	130

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

Appendix J

The Result of Regression Analysis

Coefficients^a

Model		B	Std. Error	Beta	t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
1	(Constant)	41.494	4.629		8.964	.000
	Reading Interest	.338	.056	.471	6.046	.000

a. Dependent Variable: English Achievement

Appendix K

Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.471[a]	.222	.216	14.395

a. Predictors: (Constant), Reading Interest

Appendix L

RESEARCH GALLERY

Appendix M

Tabulation of Students' Reading Interest

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	Student 1	3	5	4	4	3	3	4	5	3	5	5	4	3	5	4	2	4	4	3	3	3	4	3	2
2	Student 2	4	5	5	5	5	5	5	4	5	5	5	4	4	5	5	5	4	4	4	5	5	5	4	4
3	Student 3	4	4	5	5	3	3	4	5	5	3	2	5	5	4	3	2	2	3	5	4	4	5	3	5
4	Student 4	4	4	3	3	2	5	3	2	4	4	4	5	3	4	4	2	4	4	3	3	3	4	2	4
5	Student 5	3	3	4	2	4	5	4	2	3	3	3	4	3	5	1	3	5	2	2	1	2	3	2	1
6	Student 6	4	5	4	3	4	3	3	3	2	3	3	4	3	4	3	3	2	4	3	3	4	2	2	3
7	Student 7	2	2	1	1	1	3	3	2	4	3	2	3	3	3	2	3	2	3	3	2	1	2	3	2
8	Student 8	2	2	2	2	3	3	3	1	2	1	2	3	3	3	3	3	3	2	4	2	2	3	3	2
9	Student 9	1	1	1	2	2	2	2	3	3	3	2	3	2	3	2	1	2	3	3	2	2	1	2	1
10	Student 10	3	3	4	3	5	4	5	4	4	3	3	4	3	4	3	5	5	4	4	4	5	3	3	4
11	Student 11	3	3	4	3	4	5	4	5	3	4	4	3	4	3	5	4	4	5	3	4	5	4	4	3
12	Student 12	1	2	1	1	2	1	2	3	2	3	2	1	3	3	2	1	1	3	2	2	2	3	2	1
13	Student 13	2	2	2	2	1	3	3	3	3	3	2	3	3	3	3	2	2	2	3	3	1	3	3	2
14	Student 14	3	3	3	2	2	3	4	3	2	3	3	3	2	2	3	2	3	3	2	2	3	2	3	2
15	Student 15	2	2	2	2	1	3	3	3	3	3	2	3	3	3	3	2	2	2	3	3	1	3	3	2
16	Student 16	4	4	4	3	4	3	3	3	2	3	3	4	3	3	3	3	2	4	3	3	4	2	2	3
17	Student 17	1	1	1	2	2	2	2	3	2	3	2	3	2	2	2	1	2	3	1	2	2	1	2	1
18	Student 18	4	4	4	3	3	3	3	3	4	4	2	2	4	3	2	3	3	3	3	4	3	2	3	2
19	Student 19	3	3	3	2	3	3	4	3	2	3	3	3	2	2	3	2	3	3	2	2	3	2	3	2
20	Student 20	2	2	1	1	1	2	2	2	3	3	3	2	3	2	1	2	3	2	3	2	2	2	1	2
21	Student 21	2	2	2	2	1	3	3	3	3	3	2	3	3	3	3	2	2	2	3	3	1	3	3	2
22	Student 22	3	4	4	4	3	3	4	5	3	5	4	4	3	5	4	2	4	4	3	3	3	4	3	2
23	Student 23	4	4	3	3	2	5	3	2	4	4	3	5	3	4	4	2	4	4	3	3	3	4	2	4
24	Student 24	4	4	4	3	3	5	3	4	3	5	3	4	4	4	5	4	2	3	3	2	2	2	3	2
25	Student 25	1	2	1	2	2	1	2	3	2	3	2	1	3	3	2	3	2	3	2	2	2	3	2	1
26	Student 26	4	4	3	3	2	5	3	3	4	4	4	5	3	4	4	2	4	4	3	3	3	4	2	4

The column header "Number of Items Reading Interest Questionnaire" spans columns 1–24.

27	Student 27	3	5	4	4	3	3	4	5	3	5	5	4	3	5	4	2	4	4	3	3	3	4	3	2
28	Student 28	2	2	2	2	3	1	3	1	2	1	2	3	3	3	3	3	3	2	2	2	2	3	3	2
29	Student 29	2	4	1	3	3	3	4	3	5	3	2	3	5	4	3	2	2	1	5	2	4	5	3	3
30	Student 30	3	3	3	2	2	3	4	3	3	3	3	3	2	2	3	2	3	3	2	3	3	2	3	2
31	Student 31	2	2	2	2	3	3	3	3	2	1	2	3	3	3	3	3	3	2	4	2	2	3	3	2
32	Student 32	4	4	3	3	2	5	3	2	4	4	4	5	3	4	4	2	4	4	3	3	3	4	2	4
33	Student 33	3	3	3	2	3	3	3	3	2	3	3	3	2	2	3	2	3	3	2	2	3	2	3	2
34	Student 34	1	1	1	2	2	2	2	3	2	3	2	3	2	3	2	1	2	3	3	2	2	1	2	1
35	Student 35	2	2	2	2	1	3	2	3	3	2	2	3	3	3	3	2	2	2	2	3	1	3	3	2
36	Student 36	1	1	1	2	2	2	2	3	3	3	2	3	2	3	2	1	2	3	3	2	2	1	2	1
37	Student 37	2	4	3	3	3	3	3	3	4	4	2	2	4	3	2	3	3	3	3	4	3	2	3	2
38	Student 38	4	5	5	3	5	3	5	4	5	3	5	4	2	5	3	5	4	2	4	5	3	5	4	4
39	Student 39	4	5	5	5	5	5	5	4	5	5	5	4	4	5	5	5	4	5	4	5	5	5	4	4
40	Student 40	3	3	3	2	2	3	4	3	2	3	3	3	2	2	3	2	3	3	2	2	3	2	3	2
41	Student 41	3	3	2	2	4	5	4	5	3	4	2	3	4	3	5	4	4	3	3	4	5	2	4	3
42	Student 42	3	3	4	4	3	3	4	5	3	5	5	4	3	5	4	2	4	4	3	3	3	4	3	2
43	Student 43	4	4	5	5	3	3	4	5	5	3	2	5	5	4	3	3	3	3	5	4	4	5	3	5
44	Student 44	2	4	4	4	3	3	4	5	3	5	5	4	3	5	4	2	4	4	3	3	3	4	3	3
45	Student 45	3	5	4	4	3	3	4	5	3	5	5	4	3	5	4	2	4	4	3	3	3	4	3	2
46	Student 46	4	4	3	3	2	5	3	2	4	4	3	5	3	4	4	2	4	4	3	3	3	4	2	4
47	Student 47	4	3	4	3	5	4	5	4	4	3	3	4	3	4	3	5	5	4	4	4	5	4	3	4
48	Student 48	4	5	5	5	5	5	5	4	5	5	5	4	4	5	5	5	4	4	4	5	5	5	4	4
49	Student 49	4	4	5	5	3	5	4	5	5	3	4	5	5	4	3	4	4	5	5	4	4	5	3	5
50	Student 50	3	4	4	4	3	3	4	5	3	5	5	4	3	5	4	2	4	4	3	3	3	4	3	2
51	Student 51	2	2	2	2	1	3	3	3	3	3	2	3	3	3	3	2	2	2	3	3	1	3	3	2
52	Student 52	4	4	5	5	5	5	4	5	5	3	4	5	5	4	3	4	4	5	5	4	4	5	3	5
53	Student 53	4	4	4	5	3	3	4	5	5	3	2	5	5	4	3	2	2	3	5	4	4	5	3	5
54	Student 54	4	4	4	3	3	5	3	4	4	5	3	4	4	4	5	4	4	3	3	4	2	4	3	2
55	Student 55	4	2	4	3	3	3	3	3	4	4	2	2	2	3	2	3	3	3	3	4	3	2	3	2
56	Student 56	3	3	3	2	2	3	4	3	3	3	3	3	2	2	3	2	3	3	2	3	3	2	3	2
57	Student 57	2	2	2	2	1	3	3	3	3	3	2	3	3	3	3	2	2	2	3	3	1	3	3	2
58	Student 58	4	4	4	5	3	3	4	5	5	3	2	5	5	4	3	2	2	3	5	4	4	5	3	5
59	Student 59	5	5	4	2	3	4	5	5	3	2	3	5	5	4	3	3	2	2	4	5	4	3	5	4
60	Student 60	4	4	4	3	3	5	4	4	4	5	3	4	4	4	5	4	4	3	4	4	2	4	3	3
61	Student 61	5	3	3	2	3	3	4	3	2	3	3	3	3	3	3	2	3	3	2	2	3	2	3	2
62	Student 62	2	1	1	2	2	2	2	3	3	3	2	3	2	1	2	1	2	3	3	2	2	1	2	1
63	Student 63	5	5	5	5	5	5	5	4	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5
64	Student 64	4	4	5	5	5	5	4	5	5	3	4	5	5	4	3	4	4	5	5	4	4	5	3	5
65	Student 65	3	5	4	4	3	3	4	5	3	5	5	4	3	5	4	2	4	4	3	3	3	4	3	2
66	Student 66	5	3	3	4	4	4	3	3	5	3	4	5	5	2	4	5	3	4	4	3	4	3	2	3
67	Student 67	2	4	5	5	3	3	4	5	4	3	2	5	5	4	3	3	3	3	5	4	4	5	3	5
68	Student 68	2	4	3	3	3	3	4	3	5	3	2	3	5	4	3	2	2	1	5	2	4	5	3	3
69	Student 69	3	3	3	2	3	3	3	3	2	3	3	3	2	2	3	2	3	3	2	2	3	2	3	2
70	Student 70	2	4	3	3	4	3	3	3	4	4	2	3	4	3	2	3	3	3	3	4	3	2	3	2

71	Student 71	4	5	3	5	5	5	5	4	5	5	5	4	4	5	5	5	4	5	4	5	5	5	4	4
72	Student 72	3	4	4	4	3	3	4	5	3	5	5	4	3	5	4	2	4	4	3	3	3	4	3	3
73	Student 73	4	5	4	3	5	3	5	4	5	3	3	4	2	4	3	5	4	2	4	5	3	5	4	4
74	Student 74	3	3	4	4	3	3	4	5	3	5	5	4	3	5	4	2	4	4	3	3	3	4	3	2
75	Student 75	1	1	1	1	2	2	2	2	3	2	2	3	2	1	2	1	2	2	2	2	2	1	2	1
76	Student 76	3	4	4	5	3	3	4	5	5	3	2	5	5	4	3	2	2	3	5	4	4	5	3	5
77	Student 77	2	2	1	1	1	2	2	2	3	3	3	2	3	2	1	2	1	2	3	2	1	2	1	2
78	Student 78	2	2	2	3	2	2	2	3	3	3	2	3	2	3	2	1	2	3	3	3	2	1	2	2
79	Student 79	2	2	2	2	1	3	3	3	3	3	2	3	3	3	3	2	2	2	3	3	1	3	3	2
80	Student 80	5	3	3	2	3	3	4	3	2	3	3	3	3	3	2	3	3	2	4	3	2	3	3	
81	Student 81	4	5	3	3	5	3	5	4	5	3	5	4	2	5	3	5	4	2	4	5	3	5	4	4
82	Student 82	4	5	4	3	5	3	5	4	5	3	3	4	3	4	3	5	4	2	4	5	3	5	4	4
83	Student 83	3	3	4	2	4	5	4	2	3	3	3	4	3	5	1	3	5	2	2	1	2	3	2	1
84	Student 84	4	5	4	3	4	3	3	3	2	3	3	4	3	4	3	3	3	4	3	3	4	2	3	3
85	Student 85	3	3	4	4	3	3	4	5	3	5	5	4	3	5	4	2	4	2	3	3	3	4	3	2
86	Student 86	2	4	1	3	3	3	4	3	5	3	2	3	5	4	3	2	2	1	5	2	4	5	3	3
87	Student 87	3	3	3	4	3	5	4	3	3	5	5	4	3	5	4	5	4	4	3	3	3	4	3	2
88	Student 88	3	5	4	4	3	3	4	5	3	5	5	4	3	5	4	2	4	4	3	3	3	4	3	2
89	Student 89	5	5	5	5	5	5	5	4	5	5	5	4	4	5	5	5	4	4	4	5	5	5	4	4
90	Student 90	3	5	4	4	3	3	4	5	3	5	5	4	3	5	4	2	4	4	5	3	3	4	3	2
91	Student 91	4	4	5	3	4	3	3	3	5	4	5	3	5	4	2	5	5	4	4	4	3	3	2	3
92	Student 92	2	4	3	3	3	3	4	3	5	3	2	3	5	4	3	2	2	1	5	2	4	5	3	3
93	Student 93	4	2	2	2	3	2	3	1	2	2	2	3	3	3	3	3	3	2	2	2	2	3	3	2
94	Student 94	4	5	4	3	4	3	3	3	4	3	3	4	3	4	3	3	3	4	3	3	4	2	3	3
95	Student 95	3	3	3	2	3	3	3	3	2	3	3	2	2	2	3	2	3	2	2	2	3	2	3	2
96	Student 96	5	3	3	4	4	4	3	3	5	4	4	5	5	2	4	5	3	4	4	3	4	3	2	3
97	Student 97	3	1	1	2	2	2	2	2	3	2	2	3	2	1	2	1	2	2	2	2	2	1	2	1
98	Student 98	3	3	2	2	4	5	4	5	3	4	2	3	4	3	5	4	4	3	3	4	5	2	4	3
99	Student 99	4	4	5	5	3	3	4	5	5	3	2	5	5	4	3	2	2	3	5	4	4	5	3	5
100	Student 100	4	5	5	5	5	5	5	4	5	5	5	4	4	5	5	5	4	5	4	5	5	5	4	4
101	Student 101	2	4	1	3	3	3	4	3	5	3	2	3	5	5	3	2	2	1	5	2	4	5	3	3
102	Student 102	3	2	2	3	2	3	2	3	3	3	2	3	2	3	2	1	2	3	3	3	2	1	2	2
103	Student 103	4	4	4	3	3	5	4	4	4	5	3	4	4	4	5	4	4	3	4	4	2	4	3	3
104	Student 104	5	4	3	4	5	3	5	4	5	3	3	2	4	3	4	4	5	4	3	3	5	5	2	4
105	Student 105	4	3	4	3	3	5	4	5	3	5	3	4	3	4	3	5	4	2	4	5	3	5	4	5
106	Student 106	4	2	3	5	5	5	5	4	5	5	5	4	4	5	2	5	4	5	4	5	5	5	4	4
107	Student 107	3	3	4	4	3	3	4	5	3	4	5	4	3	5	4	2	2	4	3	3	3	4	3	2
108	Student 108	2	2	2	2	1	3	3	3	3	3	2	3	3	3	3	2	2	2	3	3	1	3	3	2
109	Student 109	1	1	1	2	2	2	2	3	3	3	2	3	2	3	2	1	2	3	3	2	2	1	2	1
110	Student 110	1	2	1	1	1	3	1	1	1	2	1	1	1	1	1	2	1	2	1	1	2	1	1	1
111	Student 111	2	1	1	2	2	2	1	2	2	2	1	3	1	1	2	1	2	1	2	2	2	1	2	1
112	Student 112	1	1	1	1	1	1	1	2	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1
113	Student 113	2	1	1	2	2	2	2	3	3	3	2	3	2	3	2	2	2	3	3	2	2	2	2	1
114	Student 114	4	2	4	3	3	3	3	3	4	4	2	2	2	4	2	3	3	3	3	4	3	2	3	2

115	Student 115	4	4	4	5	3	3	4	5	5	3	4	5	5	4	3	2	2	3	5	4	4	5	3	5
116	Student 116	3	3	4	3	5	4	5	4	4	3	3	4	3	4	3	5	5	4	4	4	5	3	3	4
117	Student 117	4	5	4	3	4	3	3	3	2	3	3	4	3	4	3	4	3	4	3	3	4	2	3	3
118	Student 118	4	2	3	5	5	5	5	4	5	2	5	4	4	5	2	5	4	5	4	5	5	5	4	4
119	Student 119	4	4	4	3	3	5	3	4	4	5	3	4	4	4	5	4	4	3	3	4	2	4	3	2
120	Student 120	3	3	4	3	5	4	4	4	4	3	3	4	3	4	3	5	5	4	4	4	5	3	3	4
121	Student 121	4	2	4	3	3	3	3	3	4	4	2	2	4	4	2	3	3	3	3	4	3	2	3	4
122	Student 122	5	3	3	2	3	3	4	3	4	3	3	3	3	3	3	2	3	3	2	2	3	2	3	2
123	Student 123	1	1	1	1	2	2	2	2	3	2	2	3	2	1	2	1	2	2	2	2	2	1	2	1
124	Student 124	2	2	1	3	2	1	2	3	3	3	2	1	2	3	2	1	2	3	3	3	2	1	2	2
125	Student 125	4	5	4	3	4	3	3	3	5	3	3	4	3	4	3	3	3	4	3	3	4	2	3	3
126	Student 126	2	2	2	2	1	3	3	3	3	3	2	3	3	3	3	2	2	2	3	3	1	3	3	2
127	Student 127	1	2	1	1	2	3	1	1	1	2	1	1	1	1	1	2	1	2	1	3	2	1	2	1
128	Student 128	2	2	2	3	2	2	2	3	3	3	2	3	2	3	2	1	2	3	3	3	2	1	2	2
129	Student 129	4	4	4	3	3	5	3	4	3	5	3	4	4	4	5	4	2	3	3	5	2	2	3	2
130	Student 130	5	3	3	2	3	3	4	3	4	3	3	3	3	3	3	2	3	3	2	2	3	2	3	2

APPENDIX N
SCORE INTERVAL READING INTEREST

No	Student	Score	Categories
1	Student 1	96	High
2	Student 2	120	High
3	Student 3	100	High
4	Student 4	88	Medium
5	Student 5	68	Medium
6	Student 6	83	Medium
7	Student 7	59	Low
8	Student 8	63	Medium
9	Student 9	51	Low
10	Student 10	91	High
11	Student 11	90	Medium
12	Student 12	51	Low
13	Student 13	60	Low
14	Student 14	67	Medium
15	Student 15	60	Low
16	Student 16	81	Medium
17	Student 17	47	Low
18	Student 18	77	Medium
19	Student 19	63	Medium
20	Student 20	52	Low
21	Student 21	60	Low
22	Student 22	94	Medium
23	Student 23	87	Medium
24	Student 24	90	Medium
25	Student 25	55	Low
26	Student 26	89	Medium

27	Student 27	96	High
28	Student 28	57	Low
29	Student 29	80	Medium
30	Student 30	71	Medium
31	Student 31	65	Medium
32	Student 32	86	Medium
33	Student 33	59	Low
34	Student 34	49	Low
35	Student 35	57	Low
36	Student 36	51	Low
37	Student 37	76	Medium
38	Student 38	104	High
39	Student 39	121	High
40	Student 40	70	Medium
41	Student 41	81	Medium
42	Student 42	94	Medium
43	Student 43	103	High
44	Student 44	95	Medium
45	Student 45	96	High
46	Student 46	87	Medium
47	Student 47	93	Medium
48	Student 48	120	High
49	Student 49	112	High
50	Student 50	97	High
51	Student 51	60	Low
52	Student 52	114	High
53	Student 53	99	High
54	Student 54	97	High
55	Student 55	73	Medium
56	Student 56	70	Medium
57	Student 57	60	Low
58	Student 58	98	High
59	Student 59	100	High
60	Student 60	100	High
61	Student 61	67	Low
62	Student 62	48	Low
63	Student 63	126	High
64	Student 64	112	High
65	Student 65	95	Medium

66	Student 66	96	High
67	Student 67	100	High
68	Student 68	84	Medium
69	Student 69	60	Low
70	Student 70	79	Medium
71	Student 71	119	High
72	Student 72	96	High
73	Student 73	100	High
74	Student 74	94	Medium
75	Student 75	42	Low
76	Student 76	98	High
77	Student 77	49	Low
78	Student 78	56	Low
79	Student 79	60	Low
80	Student 80	70	Medium
81	Student 81	102	High
82	Student 82	103	High
83	Student 83	68	Medium
84	Student 84	85	Medium
85	Student 85	92	Medium
86	Student 86	80	Medium
87	Student 87	95	Medium
88	Student 88	96	High
89	Student 89	121	High
90	Student 90	98	High
91	Student 91	98	High
92	Student 92	84	Medium
93	Student 93	61	Medium
94	Student 94	87	Medium
95	Student 95	62	Medium
96	Student 96	97	High
97	Student 97	47	Low
98	Student 98	81	Medium
99	Student 99	100	High
100	Student 100	121	High
101	Student 101	81	Medium
102	Student 102	58	Low
103	Student 103	99	High
104	Student 104	101	High

105	Student 105	101	High
106	Student 106	110	High
107	Student 107	91	Medium
108	Student 108	60	Low
109	Student 109	52	Low
110	Student 110	33	Low
111	Student 111	40	Low
112	Student 112	29	Low
113	Student 113	52	Low
114	Student 114	75	Medium
115	Student 115	96	High
116	Student 116	91	Medium
117	Student 117	86	Medium
118	Student 118	107	High
119	Student 119	97	High
120	Student 120	93	Medium
121	Student 121	79	Medium
122	Student 122	64	Medium
123	Student 123	43	Low
124	Student 124	51	Low
125	Student 125	83	Medium
126	Student 126	60	Low
127	Student 127	39	Low
128	Student 128	56	Low
129	Student 129	92	Medium
130	Student 130	65	Medium

APPENDIX O

SCORE INTERVAL ENGLISH ACHIEVEMENT

No	Student	Score	Categories
1	Student 1	53	Poor
2	Student 2	81	Very Good
3	Student 3	79	Good
4	Student 4	73	Good
5	Student 5	61	Average
6	Student 6	74	Good
7	Student 7	97	Very Good
8	Student 8	97	Very Good
9	Student 9	43	Very Poor
10	Student 10	80	Very Good
11	Student 11	73	Good
12	Student 12	49	Very Poor
13	Student 13	54	Poor
14	Student 14	88	Very Good
15	Student 15	64	Average
16	Student 16	30	Very Poor
17	Student 17	61	Average
18	Student 18	79	Good
19	Student 19	89	Very Good
20	Student 20	58	Poor
21	Student 21	48	Very Poor
22	Student 22	80	Very Good
23	Student 23	81	Very Good
24	Student 24	87	Very Good
25	Student 25	60	Average
26	Student 26	80	Very Good
27	Student 27	72	Good
28	Student 28	38	Very Poor
29	Student 29	75	Good
30	Student 30	75	Good
31	Student 31	76	Good
32	Student 32	81	Very Good
33	Student 33	39	Very Poor
34	Student 34	51	Poor
35	Student 35	30	Very Poor

36	Student 36	44	Very Poor
37	Student 37	69	Average
38	Student 38	80	Very Good
39	Student 39	84	Very Good
40	Student 40	65	Average
41	Student 41	68	Average
42	Student 42	70	Good
43	Student 43	90	Very Good
44	Student 44	69	Average
45	Student 45	71	Good
46	Student 46	68	Average
47	Student 47	40	Very Poor
48	Student 48	63	Average
49	Student 49	89	Very Good
50	Student 50	77	Good
51	Student 51	59	Poor
52	Student 52	80	Very Good
53	Student 53	71	Good
54	Student 54	82	Very Good
55	Student 55	69	Average
56	Student 56	67	Average
57	Student 57	76	Good
58	Student 58	92	Very Good
59	Student 59	78	Good
60	Student 60	78	Good
61	Student 61	64	Average
62	Student 62	59	Poor
63	Student 63	91	Very Good
64	Student 64	59	Poor
65	Student 65	78	Good
66	Student 66	89	Very Good
67	Student 67	90	Very Good
68	Student 68	56	Poor
69	Student 69	59	Poor
70	Student 70	77	Good
71	Student 71	91	Very Good
72	Student 72	46	Very Poor
73	Student 73	80	Very Good
74	Student 74	69	Average

75	Student 75	87	Very Good
76	Student 76	81	Very Good
77	Student 77	30	Very Poor
78	Student 78	44	Very Poor
79	Student 79	57	Poor
80	Student 80	68	Average
81	Student 81	93	Very Good
82	Student 82	89	Very Good
83	Student 83	67	Average
84	Student 84	69	Average
85	Student 85	37	Very Poor
86	Student 86	76	Good
87	Student 87	70	Good
88	Student 88	83	Very Good
89	Student 89	94	Very Good
90	Student 90	80	Very Good
91	Student 91	61	Average
92	Student 92	74	Good
93	Student 93	63	Average
94	Student 94	71	Good
95	Student 95	67	Average
96	Student 96	79	Good
97	Student 97	30	Very Poor
98	Student 98	75	Good
99	Student 99	85	Very Good
100	Student 100	91	Very Good
101	Student 101	73	Good
102	Student 102	50	Poor
103	Student 103	80	Very Good
104	Student 104	88	Very Good
105	Student 105	59	Poor
106	Student 106	69	Average
107	Student 107	73	Good
108	Student 108	89	Very Good
109	Student 109	39	Very Poor
110	Student 110	75	Good
111	Student 111	48	Very Poor
112	Student 112	41	Very Poor
113	Student 113	49	Very Poor

114	Student 114	63	Average
115	Student 115	47	Very Poor
116	Student 116	71	Good
117	Student 117	78	Good
118	Student 118	81	Very Good
119	Student 119	39	Very Poor
120	Student 120	78	Good
121	Student 121	71	Good
122	Student 122	73	Good
123	Student 123	55	Poor
124	Student 124	43	Very Poor
125	Student 125	65	Average
126	Student 126	60	Average
127	Student 127	51	Poor
128	Student 128	50	Poor
129	Student 129	80	Very Good
130	Student 130	72	Good