

**THE CORRELATION BETWEEN STUDENTS' HABIT OF
UNDERLINING TEXT AND THEIR READING
COMPREHENSION**

THESIS

Submitted by

GHEA AZZAHRA

NIM. 140203289

**Student of Faculty of Education and Teacher Training
Department of English Language Education**



**FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF AR- RANIRY
BANDA ACEH
2019 M/1440 H**

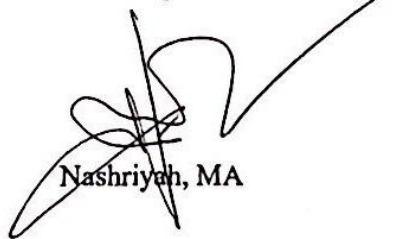
Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry
Darussalam Banda Aceh as a Partial Fulfillment
Of the Requirement for Sarjana Degree (S-1)
On Teacher Education

By:

GHEA AZZAHRA
The Student of English Language Education Department
Faculty of Tarbiyah and Teacher Training
Reg. No. 140203289


Approved by:

Main Supervisor,



Nashriyah, MA

Co. Supervisor,



Husnul Khatimah, S.Pd.I., M.Pd

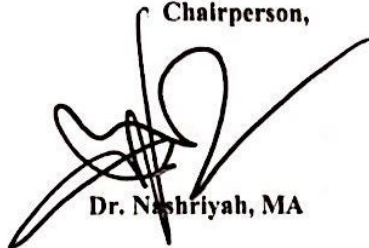
It has been defended in Sidang Munaqasyah in front of the council of
Examiners for Working Paper and has been accepted in Partial Fulfillment
of the Requirements for Sarjana Degree S-1 on Teacher Education

On:

Friday, January 24th, 2019 M
18 Jumadil Awal 1440 H

Darussalam - Banda Aceh

Chairperson,



Dr. Nashriyah, MA

Secretary,



Elthriyah, S. Ag., M.Pd

Member,



Mulia, M.Pd

Member,



Risdaneva, MA



Certified by:

The Dean of Faculty Education and Teacher Training
Islamic State University of Ar-Raniry



Dr. Muslim Razali, S.H., M. Ag

NIP. 195903091989031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi.ftk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama : Ghea Azzahra
NIM : 140203289
Tempat/Tgl. Lahir : Lhokseumawe / 26 Desember 1996
Alamat : Jln. Jeumpa No.1 Perumahan Bumi Bakti Gampong Reuloh,
Lambaro, Kecamatan Ingin Jaya, Kabupaten Aceh Besar.
Judul Skripsi : The Correlation Between Students' Habit Of Underlining Text and
Their Reading Comprehension

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, Januari 18, 2018

Saya yang membuat surat pernyataan,



Ghea Azzahra

ABSTRACT

This study was generally designed to find out the frequency of students' habit of underlining text and to investigate the correlation between students' underlining habit and their reading comprehension. The sample of this study was 73 of first semester students at English Language Education Department of UIN Ar- Raniry who were purposively assigned by the researcher. This study used quantitative research design by proposing the questionnaire and the test. Based on the Likert scale, the data analysis of questionnaire showed that students have a good underlining habit in which the average score was 66 and the percentage was 72.9%, whereas the average and the percentage of comprehension test scored 65 and presented 65.8%. By calculating both scores into Pearson formula, the correlation coefficient of this study resulted at 0.699. As a result, the researcher concluded that students' habit of underlining text and their reading comprehension had a high correlation.

Keywords: *Reading strategy, underlining habit, reading comprehension*

ACKNOWLEDGEMENT



First, I would like to say Alhamdulillah for the strength, the health and the aptitude for completing this thesis entitled “The Correlation between Students’ Habit of Underlining Text and Their Reading Comprehension”. Peace be upon to our Prophet Muhammad Shallallahu ‘Alaihi Wa Sallam who has brought his ummah from the darkness to the lightness of knowledge.

I would like to thank to my first supervisor, Dr. Nashriyah, S.Ag., MA. for her kindness, knowledge, advice, problem solving and encouragement during this study. I also would like to thank to my second supervisor, Husnul Khatimah, S.Pd.I., M.Pd. through her patience, motivation, and enthusiasm in guiding me to be able to complete this study as soon as possible.

In addition, I fully express my special thanks to my beloved father Drs. Afrial Yusuf and mother Evie Novita, S.Pd. for spreading love, support and prayer throughout the process of my study. This study is dedicated for both of you who inspired me to be part of English student in UIN AR- Raniry.

My next word of thanks goes to my stepmother Halimahtusakdiah, S.Pd. my three brothers Ichsan Rizky, Mochammad Mabury, Ariful Azmi Usman, S.I.Kom., and my lovely two sister Amalia Sadrina and Nurul Khalisa, S.Pd., whose sympathy and support has never diminished in the slightest.

Besides, I also thanks to *Senioritas Tersolid* team, *TEN Loyal* squad, *InsyaAllahSidang* group, *EDSA* member, *Ulumuddin* mates, and *PBI0814*

member, who spent the campus life together in all conditions and situations in the recent years and became one of my dearest and precious things which has complemented my experience.

Last, by believing that no human is perfect, I also need some suggestions and criticisms for future self-development more critical and meaningful for others.

Banda Aceh, January 18th, 2019

Ghea Azzahra

TABLE OF CONTENTS

THESIS COVER

APPROVAL LETTER FROM SUPERVISOR

SIDANG MUNAQASYAH- EXAMINER SIGNATURE

DECLARATION LETTER

ABSTRACT	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	viii
LIST OF APPENDICES	x
LIST OF TABLES	xi
LIST OF FIGURE.....	xii

CHAPTER I : INTRODUCTION

A. Background of Study.....	1
B. Research Question	4
C. Aims of Study	4
D. Hypothesis	5
E. The Significance of Study	5
F. Terminology	6

CHAPTER II : LITERATURE REVIEW

A. Reading Comprehension	8
B. The Component of Reading Comprehension	9
C. Type of Reading Comprehension	11
D. Reading Comprehension Strategy	13
E. Metacognitive	16
F. Underlining	19
G. Relevant Studies about Underlining	21

CHAPTER III : RESEARCH METHODOLOGY

A. A Brief Description of Research Location	24
B. Research Designs	25
C. Population and Sample	27

D. Technique of Data Collection	29
E. Research Procedures	32
F. Technique of Data Analysis	33
CHAPTER IV : DATA ANALYSIS	
A. Research Findings	35
B. The Correlation between Students' Underlining Habit and Their Reading Comprehension Scores	44
C. Examining Hypothesis	48
D. Discussion of Findings	49
CHAPTER V : CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	54
B. Suggestions	55
C. Limitation of Study	55
REFERENCES	56
APPENDICES	
AUTOBIOGRAPHY	

LIST OF APPENDICES

- Appendix I : Appointment letter of supervisor
- Appendix II : Recommendation letter of conducting research from Faculty
of Education and Teacher Training
- Appendix III : Confirmation letter of conducted research from English
Department
- Appendix IV : The highest percentage and frequency of students'
underlining response
- Appendix V : The calculation of mean students' underlining habit
- Appendix VI : Instrument of the research
- Appendix VII : Students' response of questionnaire and test

LIST OF TABLES

Table 3.1 : The first indicator score of underlining	30
Table 3.2 : Second indicator score of underlining	30
Table 3.3 : Classification of students' average score	32
Table 3.4 : The interval coefficient and degree of correlation	34
Table 4.1 : Result of underlining habit and reading comprehension score	35
Table 4.2 : Students' underlining habit score	36
Table 4.3 : The percentage and frequency of students' underlining response.....	39
Table 4.4 : The calculation of selection number and frequency of students' underlining response	40
Table 4.5 : Students' reading comprehension score	41
Table 4.6 : The students' underlining habit and student understanding scores	45

LIST OF FIGURE

Figure 4.1	: The Highest Response of Students' Questionnaire Score	50
------------	---	----

CHAPTER I

INTRODUCTION

This chapter presents background of the study, the research questions, research objectives, the significance of study, and terminology to provide a better understanding of the study.

A. Background of Study

As an international language, the used of English language was commonly found in authentic or inauthentic materials. In order to comprehend the different kinds of texts provided, both in authentic or inauthentic, the students need to acquire different reading skills. Those different skills such as scanning used to locate the key term, skimming to catch a general idea of the text, and identifying the aim of reading a text as purposeful reading.

Reading comprehension as defined by Adler and Doren (2014) is the process of creating meaning from text. In other words, readers interact with texts as they try to extract the meaning. Therefore, in extracting the meaning of the text, there are five practical suggestions from Suggate (2016) including phonemic awareness, systematic phonics, repeated oral reading practice with feedback, vocabulary, and comprehension strategy. Those suggestions are recommended to apply by the teachers while teaching reading to students or to help students enhancing their reading abilities. In fact, from those practical suggestions, reading comprehension is the most crucial part for college students.

In addition, Meniado (2016) added that reading comprehension requires many processes in getting an understanding of the text instead of obtaining the

meaning from the single word or sentences. Reading comprehension involves the readers to know and understand not only the whole text but also the main point of what they are reading. It can be concluded that reading comprehension is a process in which the reader collects information by knowing the important detail of the text.

The readers can read the words or sentences in the text but if they do not have the comprehension skill, they will get confused in understanding the text. Likewise, a student who has problems, such as finding the main idea and supporting detail of the text, face difficulty to enhance reading comprehension, whether the text is related to inauthentic or authentic material (Kim, Vaughn, Wanzek, and Wei, 2004).

Most of the students (including college level) still have problems in dealing with the skills mentioned above. Therefore, they need many effective reading strategies to overcome those problems. Additionally, Pressley (2002) states that there are some strategies, which will support proficient reading such as; scanning, skimming, annotating, note taking and underlining text. Thus, Mokhtari and Reichard (2002) suggest that the use of underlining strategies will help the student to review important and specific information.

Underlining defines as making a line under the selective words or sentences in order to highlight the words or sentences (Alkhateeb, Hayashi, Rajab, and Hirashima, 2016). To put it differently, underlining indicates a process of gathering the important idea that exists in the text. Applying underlining means selecting, organizing, and recognizing the importance of what be read. Besides, in

reading a text usually reader underlines a whole sentence in the text, which they think important, or simply highlight the keyword of the text. It is also becomes one of the habits that students often do in the reading process.

Underlining is important for some readers to minimize the time while trying to understand the topic of the text by highlighting a line for the main idea and the supporting detail and to keep readers' attention in reading process (C. Rozand, C. Cruchaudet, C. Bavai, & Richard, 2004). This approach enhances students' understanding of the text if they focusing and selecting on the important information from the passage.

Some studies related to the underlining have been conducted. The studies conducted by Price, Meisinger, Louwerse, and D'Mello, (2012), investigated a method for assessing silent reading fluency. The finding of the study shows that underlining has strong evidence toward assessing silent reading fluency by monitoring the speed of underlining.

Thus, D. Yayli and Yayli, D (2009) conducted similar research, which examines the effect of foreign language knowledge transfer and gender on the test result of underlining. The result shows that foreign language influenced the test score rather than the contribution of the gender. Another study was conducted by Kobayashi (2007) discussed the supporting strategies used by the student in reading expository text. The strategies are note taking and underlining. The first experiment showed that students practice less note taking than underlining, as a result out of 81 participants, 76.5% prefer underlining rather than use note-taking 51.9%.

Based on the researchers' preliminary research the students of English language education department of UIN Ar- Raniry mostly use underlining while reading a text, especially for an inauthentic material. Likewise, this activity turns into a habit for the student. By presenting this reason, the researcher is highly motivated to do similar research with a different topic.

From the elaboration above, the researcher intends to conduct a research related to the habits of underlining text and reading comprehension. Based on the reason above, the researcher is interested in conducting a research entitled "The Correlation between Students' Habit of Underlining Text and their Reading Comprehension"

B. Research Question

Based on the background of the study, the researcher formulates the research questions as follow:

1. How frequency do students at English Language Education Department of UIN Ar- Raniry underline their text while reading?
2. Is there any correlation between students' habit of underlining text and their reading comprehension?

C. The Aims of the Study

The purposes of this research are:

1. To investigate students' frequency of underlining text while reading at English Language Education Department of UIN Ar- Raniry.
2. To find out whether there is a correlation between students' habit of underlining the text and their reading comprehension.

D. Hypothesis

The hypothesis of this study written as follow:

The alternative hypothesis (H_a): there is a significant correlation between students' habit of underlining text and their reading comprehension at English language education department of UIN Ar- Raniry. Thus, the second hypothesis, the null hypothesis (H_0): there is no significant correlation between students' habit of underlining and their reading comprehension at English language education department of UIN Ar- Raniry.

E. The Significance of Study

The result of this study is expected to give information about the correlation between students' habit of underlining text and their reading comprehension. The researcher hopes that this research provided a beneficial effort not only in theory but also in practical input. In practical, reading subject lecturer could be more aware of the underlining habit that mostly done by the students in the classroom. Whereas, in theoretical, this research might offer some suggestions for other researchers who would like to do a research on the same topic. Moreover, this recent study perhaps may be seen as one of the sources which support the related theory.

F. Terminology

To avoid misunderstanding of the specific terms used in this study, here are some definitions as follows:

1. Habit

According to Lally, Jaarsveld, Potts, and Wardle (2010) in health psychology, a habit describes as a behavior that is created unconsciously in a situation, which comes from experience that learned. When behavior is repeated consistently, the student automatically turns into lack of awareness and uncontrollable to manage their situation and action. Strack and Deutsch (2004) add that the relation of situation and action acquired the habit of somebody. The habit of this research is a common activity that used by the student while reading.

2. Underlining

The technique of text marking that includes highlighting and underlining. Underlining is a process that combines both paper-and-pencils with eye tracking methodologies through easy way and considers for a large-scale application in the classroom (Price et al., 2012). This strategy might help the reader not only to find out the main topic but also to relate among sentences to develop an understanding of the text. In this research, the term of underlining is also used to color highlighter. Both texts marking produce direct focus for the reader and improving reading efficiency by facilitating students' understanding.

3. Reading Comprehension

Reading comprehension categorizes as a collaborative process that aimed to identify the information stated in the text. The process of comprehension also indicated as a complex process which the students not only read the text but also understand some multiple words or sentences that created by the author (Harvey, 2012). In this research, the limit of reading comprehension is students are able to construct the meaning of the whole sentences without knowing the exact translation of the vocabularies.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher reviewed some theories related to reading comprehension and underlining, as well as relevant studies that have been conducted on underlining.

A. Reading Comprehension

Before discussing the definition of reading comprehension, it is important to distinguish between reading and reading comprehension. If somebody finds a collection of words such as “*woman beautiful blue stand house run*”, surely he or she can read fluently and determine the individual meaning for those words. Indeed, when one is trying to look for the whole sentences, it will not give any understanding to him or her. This incomprehensible sentence illustrates how somebody simply reads words and understands the text. As said by J. M. Chen, M. C. Chen, and Sun (2010), a reading activity that devoid containing the process of comprehension is merely an activity sounding the written word without the significance of meaning.

Additional definition of reading derived from Stromso, Braten, and Samuelstuen (2008) is as a communicative process between the writer and the reader which produces the comprehension as the outcome of the process. Serve as the creator of the content and the mobilizer of the action, both the writer and the reader took the main role in the process of reading and reading comprehension.

Go along with comprehension, D. Chen, Bolton, and Manning (2016) state that comprehensions built from the interaction and contribution in the text to

create meaning. In other words, comprehension is a process of making meaning through the involvement of previous knowledge store in readers' mind, previous experience and the view of the reader about the text.

Furthermore, reading comprehension is defined as a process of generating ideas from the text, analyzing the idea with background knowledge and producing the result of comprehension regarding the purpose of reading a text (Gambrell, Block, and Pressley, 2002). By concluding the previous definition of comprehension, the researcher determined that reading comprehension is a complex activity that is relating to some skills which is combining the information in the passage with experiences in order to create an understanding of the written text.

B. The Component of Reading Comprehension

Alexander and Jetton (2000) mention three components that support reading comprehension: reader, text, and process of reading. The detail explanations of the three components are as follows:

1. Reader

Someone who reads the text and constructs the meaning of what they have read is termed as a reader (Ghandehari, 2013). The definition of the reader clearly stated as the one who takes the action of the written text. In other words, without the reader, the text failed to interpret and to show its function. Meanwhile, the existence of text and reader still fails to create the process of reading without the skill needed.

In relation to the ability needed, reader as an agent of doing a reading activity has to qualify numerous abilities to develop an act of reading. One of them are having knowledge of needed strategy (i.e. scanning, skimming, etc.), determining the goal of reading a text (i.e. motivation in reading, an interest to the content), increasing general knowledge (vocabulary, linguistic and discourse knowledge), and developing cognitive skill (i.e. capacity of memory, inferencing).

2. Text

According to Zhang, Ma, Jin, and Chai (2009), a text is a communicative action through the written record. With a specific understanding, McWhorter (2006) defines text as a thinking process whereas the text let the reader discover about evaluating and determining the strategy. The information created by the author has a great impact for the reader to comprehend the text. Based on the study from Yuksel and Kosar (2001), there is strong evidence from the mutual relationship between reader and text. In engaging the text, readers are required to obtain information as efficiently and effectively while applying any strategies known for example underlining and note-taking.

However, the inherent factors in the text often affect the level of ease and difficulty that depend on the relationship between the information of the text, the knowledge, the ability of the reader, and the process while doing a reading.

3. Reading Activity

The definition of reading activity derived from Coiro (2003) who says that reading is a process of looking several words in the text and understanding the content. It seems that the activity of reading is an activity of completing one or two purposes and receiving the result from the whole process. This activity is also classified as a mental activity that involves part of the body; eyes and mouth. In relation to the activity, reading is done silently or loudly depends on the situation of the reader.

The purposes of reading are whether internal (i.e. interesting content) or external (i.e. assignment, literature review) process which directs the reader to get intense to the text. In fact, during reading, the reader might find new information that revises the original purpose or creates a new one. Thus, the purpose of reading has a relationship with the results itself. There were innumerable results such as increasing the knowledge, finding how something is working, and exercising the comprehension of a text.

C. Type of Reading Comprehension

In order to maintain readers' focus of reading comprehensions' goal, Barrett's taxonomy of reading comprehension addresses variety of reading comprehension skills from the harder to the easier, which are appreciation, evaluation, inferential, reorganization, and literal (Humos, 2012). In accordance with the previous view of the researcher, the researcher included Day and Park's

Taxonomy who explain extensively about the level of comprehension (Day and Park, 2005)

1. Literal Comprehension explained as an understanding of the basic meaning of words or clauses explicitly mentioned in the text, for instance, vocabularies, main ideas, and facts. *How many components of reading comprehension mentioned in this research?* This question categorized as literal comprehension, which the reader simply find the answer in the passage.
2. Inferential Comprehension defined as a collaboration of straightforward meaning with readers' prior knowledge in order to create a new understanding from the implicated information. Unlike the literal comprehension, the answer to this question is based on the text but not mention clearly such as *what is the main idea of this text?*
3. Reorganization described as an understanding of collecting some entail parts of the text by applying literal comprehension and combining those facts into new information. In short, readers learned how to examine the whole text by movement checking of general view. For example, *what is the best title of the passage?*
4. Predictive Comprehension stated as an understanding of the text that consists of two processes. There was the understanding of the information from the text and the used of related background knowledge that supports the reader deciding the following topic of the text. *Based on what you have read, how might the result of the research?*

5. Evaluative Comprehension identified as having a similarity with inferential comprehension, this type seeks reader to evaluate some parts of the text with a general or purposive judgment and cover information about the negative and positive impact of a text. The question of this type will be; *is the information from this text meaningful to you? Give a brief explanation!*
6. Appreciative or Personal Comprehension mentioned as understanding based on what the reader feels of the text without right or wrong answer. Unlike the literal comprehension, the readers have to relate the information stated in the text to give the response. The question from this type; *what do you like from this text?*

Thus, understanding the comprehension type equally creates comprehension background for the reader. Day and Park (2005) mention about having knowledge from the variation of questions make the student became an interactive reader who was familiar with those types of question. For that reason, during reading, the reader simply matches the goals of reading and type of comprehension through additional strategies applied in the text to complete the whole process of reading.

D. Reading Comprehension Strategy

In achieving the understanding of a written text, (Boulware-Gooden, Carreker, Thornhill, and Joshi, 2007), mention three steps that were greatly significant for readers, the used of strategies before; during; and after reading.

Following those processes directly minimize the excessive use of time while reading.

Before starting to read the text, Adam (2017) suggests that readers have to pay attention to types and purposes of the text. Normally, university students are interested in reading such as books, journals, internet articles, and research reports related to academic material. Later, by taking the sources above as examples, the purpose of reading is not only for getting the understanding of the text but also for looking additional information for their assignment, finding case problems, conducting research and so on. This step promotes the goals for reading a text that creates a better sense of what types of information to look for in the text.

The other key points during reading text are; readers typically applied prior knowledge, make a connection between important ideas, and collected some keywords from the passage to construct the meaning of the sentence and figure out the authors' view. Prado and Plourde (2005, p.34) support that as a complex process; comprehension includes the "interaction among word identification, prior knowledge, comprehension strategies, and engagement". With the collaboration of activities, reader developed a successful understanding of written text.

After following those approaches and finishing reading text, writing some notes and summarizing techniques provide a brief understanding to the reader. With this intention, readers have to maintain the whole process of comprehension from the beginning and prepare additional reading comprehension strategies for different types and purposes needed for achieving the understanding of written text.

Additionally, the other strategies provided to increase the understanding of the text based on Leu, Kinzer, Coiro, and Cammack (2004) that reader demanded to catch the information written in the text that is suitable to the purpose of reading a text. With this goal, readers were not required to pay attention to the whole text that has no relations with their objective when reading. Otherwise, in finding a general idea of a text, scanning and skimming were two ways that help the reader significantly. Scanning referred to detect specific information quickly while skimming referred to the process of reading a text to recognize the overall information.

Beyond the needs' of the reader, a deep analysis seeks important to highlight specific information. By knowing what is important and needed, indirectly reader engaging a process of awareness, which called metacognitive. For example, it is an essential way to combine both scanning and skimming with other supporting strategies such as self-questioning, underlining, and annotating (Holschuh and Aultman, 2008). These processes stress the information in readers' mind and evaluate the significant and the detail from the information.

Furthermore, deciding a goal or purpose of reading is affected not only by questioning; who, what, and when, also by the level of comprehension mentioned previously. Even though the readers have many strategies, it is clear that reading required a tool to organize several strategies in chronological order. For this reason, metacognitive mentioned have a strong effect on reading comprehension. This is supported by readers' interaction with text and readers' imagination using their mind (Ceylan and Harputlu, 2015).

Thus, before conducting a reading process, readers understand the process involved in the reading by having knowledge about the purpose of reading and awareness about the strategies used. As a result, metacognitive actually exists in the reading process.

E. Metacognitive

Ozsoy and Ataman (2017) define metacognitive as knowledge and awareness of one's own cognitive processes and the ability to regulate, evaluate, and monitor one's thinking. Furthermore, Livingston (2003, p.1) refers to metacognitive as “higher order thinking that involves active control over the cognitive processes engaged in learning”. In other words, metacognitive described as the process of understanding how you learn, what you need to learn, and which strategies or techniques would be the most effective to the learning task.

With the previous definition of metacognitive, Anderson (2002) delimits it as thinking about reading which means planning a set of technique applied by the reader to manage their reading. This includes preparing and arranging the learning process, monitoring the time of use, evaluating the technique, and previewing the text. Moreover, metacognitive also includes two elements; metacognitive knowledge and metacognitive regulation (Crescenzi, 2016).

1. Metacognitive Knowledge

Metacognitive knowledge or knowledge about cognitive refers to a responsive of abilities, and strategies (Kuhn and Dean, 2004). Below here are the explanations of the first element in metacognitive:

- a. Awareness of knowledge terms as the explanations of the first element in metacognitive; included abilities and strategies. To be brief, this is an understanding of what someone; knows, does not know, and wants to know about the particular thing.
- b. Awareness of thinking involved both procedural and strategy of knowledge. This type requires the understanding of completing the cognitive task.

In reflecting what readers know, they prompted to ask the general question to their self about the task or problem that directly builds their awareness. The awareness of creating multiple questions or questioning the material that readers do not know and trying to do it, they unintentionally identify their own knowledge and this process of awareness of ones' own knowledge called self- monitoring.

2. Metacognitive Regulation or Activity

After having the information on readers' thinking or metacognitive knowledge, the readers have to combine their knowledge with the problem-solving model or familiar with metacognitive regulation. These regulation activities included; assessing and reviewing applied approach to the task, activating previous knowledge, taking an action to overcome the difficulty, and observing the consuming of time (Whitebread et al., 2009).

The following explanation demonstrates how reader elaborates the direction on their learning by some researchers:

- a. The first step is preparing the methods for the material, such as recognizing the problem, deciding the strategy, managing the process, and guessing the result. This process identified as selection of appropriate approaches and resources.
- b. The second is maintaining the whole activity; testing, revising, evaluating, and checking the effectiveness of the strategy used. In this step, the process termed as being aware of material performance and comprehension
- c. The last step is finding the conclusion of the task, like assessing the result of efficiency and effectiveness which known as a process of checking the goal.

Enhancing the productivity of problem-solving derives reader to strategically think and learn to be mindful in a task. Bransford, Brown, and Cocking (2000) declare readers who are able to direct their learning in a precise way to create comprehension know what strategies required, and how to practice it, as a good metacognitive thinker.

From the two constituents of metacognitive, reader imitates unswervingly on a subject they have known and direct their learning process. As said by Ness (2016), the effective way to discover weaknesses of the reader is by providing the reading instruction. Thus, the reader will be required to adapt self-question on related knowledge to the topic.

Self-questioning is additional steps that the reader should include during reading. This step requires the reader to reflect on their previous knowledge by relating the subject area of the passage. Then, offering the appropriate answer from the question support the readers effectively during the process of reading.

F. Underlining

Underlining text is another common step in metacognitive activity. This step is one of the various techniques in reading that highlight the major idea and support the detail of the text to ease the reader in reviewing the passage. Sihak, Seonhwa, Kim, and Mijung (2016) define underlining as an underscore and the emphasize readers' intention. In more detail, the use of underlining is specified as a horizontal line that crosses below the writing or understandable as a line that place underneath the piece of text that indicates it should be viewed.

Moreover, this activity simultaneously guides the reader to read and select what is important from the written text. The understanding of the content and the selective keywords or phrases of the text are two things in underlining are considered as significant. Yet, the reader not only doing a physical sense but also including self-questioning, assessing, and monitoring, known as metacognitive knowledge, in underlining. For this reason, it is meaningful to practice underlining as a habitual activity that develops reader to read and understand the text.

Based on the experience of the researcher, underlining was used spontaneously by the students at English Language Education Department of UIN Ar-Raniry while reading a text or books. The activity of preparing stationary stuff (including pen, pencil, or highlighter) before reading unintentionally turned into a

habit that repeatedly performed by the student. This fact supported Gardner (2015), who said that the repetition of one activity is categorized as a habit.

Additionally, there is an effective relationship between mental activity and the physical act of frequently doing underlining. The activity of moving hand underneath the written text is classified as moving part of body or engaging in a leisure activity, which moved our body entitled with physical activity. Whereas, mental activity starts to develop once dream to do something; writing some paragraphs or memorizing several vocabularies and it takes the role when somebody is awake. In addition, the mental activity involves in the understanding of individual feeling such as; desire, intention, and belief, which produce a behavior (Carlson, Claxton, and Moses, 2015). To put it another way, implementing a physical activity or underlining and a mental activity, which is knowledge of cognitive or metacognitive knowledge, support reader to advance and interpret their skill and performance.

Moreover, in order to encourage the process of reading, concentration is one of the crucial requirements that a reader has to upgrade for their entire daily life. Readers have to concentrate on the written text when doing the reading. To support the concentration and gathering the ideas from the passage, Louwerse (2017) offers some beneficial inputs from underlining, they are; selecting, organizing, and recalling the keyword from the passage. Consistently keep the concentration, this strategy supports the reader to minimize the use of extra time to considerate the topic of the text, to clasp the view of the author and to be meaningful for the reader to look over at the underlined text. Furthermore, the

requirement of implementing underlining is practicing critical thinking that exercising students' comprehension.

G. Relevant Studies About Underlining

A number of studies have investigated the effectiveness of underlining. The first research came from Price et al. (2012) assessed the silent fluency using underlining. Based on the result of the research, the researchers claim that underlining significantly provides advantages by monitoring the speed of underlining a text.

As well as Louwerse (2017) who examines students' reading fluency by monitoring the process of underlining text on a tablet or computer device with a touchscreen. The student allowed using stylus pen or finger to underlining each word displayed in the text. The finding showed the computer software track the readers' underlining, provided reading pauses, and regressions, which mean underlining facilitate the readings' fluency of using underlining.

Another research was done by Singh (2017) who examined the effectiveness of underlining during reading through experimental research. The researcher distributed a text of 800 words and given 10 questions as the test. The experimental group allowed reading and underlining the important word while the control group instructed to read the text only. The researcher concluded that underlining while reading had a significant impact on improving students' understanding.

Consequently, several researchers found no beneficial input from the underlining technique. Dunlosky, Rawson, Marsh, Nathan, and Willingham

(2013) conducted a research to undergraduate student by giving some reading articles. There were three groups formed in this research; control group, active-underlining group, who allowed highlighting the text, and passive- underlining group, who only read the highlighted text from the active- underlining group. Unfortunately, the result of the test showed that the used of underlining strategy in both the experimental group failed to prove its function.

Mahdavi and Azimi (2012) conducted an experimental research in examining the effect of cognitive strategies (note making and underlining) on reading comprehension of Iranian EFL learner. By providing the same reading comprehension test, both experimental groups who developed note making and underlining exceeded the performance from the control group in the testing. Even although both underlining and note making found a positive effect in reading comprehension, students they prefer to use note making over underlining.

By observing the previous research studies, several studies have found the effect of using underlining. While, there are some researches refute the purpose of underlining. The reason for the failure of the study came from the research objectives or observed participants, perhaps also because the underlining function did not match the other variables, also the duration of the research, and the level of material tested. In addition, most of the research was carried out in experimental research designs.

Even though several researches have conducted the same issue related to underlining especially in reading comprehension. Few researches have specified the habit of underlining compare to students' reading comprehension. Precisely,

underlining's habit in this research interpreted as an activity that repeatedly done by the student while reading texts or books. This is a crucial reason presented by the researcher to examine this topic whereas the previous study simply evaluates the used of underlining in once or twice testing and contrary to the meaning of habit.

Therefore, the researcher motivated to investigate the implementation of underlining by filling the gap in the literature of both variables, underlining's habit and students' reading comprehension, and came up to find out the habit of underlining and the correlation between students' habit of underlining and their reading comprehension through the quantitative method.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology, which comprises a brief description of research location, research design, population, and sample, techniques of data collection, research procedure, and techniques of data analysis.

A. A Brief description of Research Location

1. The brief description of English Department of UIN Ar- Raniry

Ar- Raniry State Islamic University (UIN Ar- Raniry) is located in Jl. Ar- Raniry, Kopelma Darussalam, Banda Aceh. It was established in 1963. The university that is headed by Prof. Dr. H. Warul Walidin, AK MA, has nine faculties including Faculty of Education and Teacher Training, which focusses on education, and teacher training. The faculty consists of several departments under its authority, Department of English Language Education, is one of them.

The Department of English Language Education (PBI) that is currently led by Dr. T. Zulfikar, S.Ag, M.Ed., has 36 permanent lecturers and 1172 students who come from several regions of Aceh and other provinces in Indonesia. Department of English Language Education has the purpose to create its undergraduate's student to be educational teacher specifically in English major to achieve the mission of the department. The purpose of PBI is to produce professional English teachers who will teach English at schools' level. Therefore, students in this department will be educated to be professional teachers with good

character who are able to transfer knowledge effectively, efficiently, and creatively.

B. Research Design

The research design used in this study was quantitative methods. The researcher used a quantitative method to conduct a research about the correlation between students' habit of underlining and their reading comprehension at English Language Education Department student of Ar- Raniry University. Creswell, J. (2009) defines quantitative research methods as a method of collecting numerical data, which is measurable and be well connected to each other. In dealing with relationship, quantitative was an appropriate method compared to qualitative design to be used in this research. A quantitative often associated with large-scale research, but can also serve smaller-scale research, with case studies, action research, correlational research, and experiments. In short, known as numerical data, quantitative also determines the correlation between variables.

The main purpose of a correlational study is to establish a relationship between two or more variables. Therefore, the coefficients of correlational (r and r_s) are measuring by statistical correlation. The value of r and r_s determined from +1 to -1. With the explanation $r > 1$ represent that the first variable increase followed by an increase in the second variable. This classification termed by linear positive. In contrast, if the coefficients of correlational $r_s < 1$, it is symbolized by linear negative which purpose to show an inverse relationship where one variable increase and the others decrease. The last term is zero correlation or $r = 0$, indicates that there is no relationship between both variables.

To sum up, there are three possibility on correlation, linear positive; linear negative; and zero correlation.

To be specified, there were two variables of this research; independent and dependent. The independent variable was students' habit of underlining text (X), and the dependent variable was their reading comprehension (Y). In conjunction with the previous type of correlation, the following explanation derived from Simon and Goes (2011) about the different methods of measuring the correlation's result or correlation coefficient, which are:

1. Spearman Rank Method

The name of this method was taken from Charles Spearman who is proposed to calculate the correlation coefficient by applying rational scales, such as Likert scale or class ranking. Consequently, in this method, the essential data that has to be collected by the researcher is students' rank. This technique remarks as ρ (rho).

2. Method Product-Moment

This method was created by Karl Pearson in 1896 and remarked as a coefficient of correlation r . Later, this method called with Pearson's product-moment. This method was the common measure of the strength of the linear relationship between two variables (Hauke and Kossowski, 2011). To develop the correlation coefficient, it utilizes the interval scales or simply identifies the example of this method to calculate the correlation from students' score.

C. Population and Sample

1. Population

The population of this study was the student of academic years 2018- 2019 of Department of English Language Education of UIN Ar- Raniry Banda Aceh. Arikunto (2010) states the amount participants in the research are categorized as a population, which indicates that all members have a specification. Therefore, in selecting the sample of the population, the researcher applied purposive sampling. This sampling technique demands the researcher to find out the sample purposively to gain the objective of the research.

The reason for selecting the first semester student of English Department of UIN Ar- Raniry was because of some intentions; the students were learning the basic skill of reading which begins to develop a new habit in the process of reading texts or books (Lindblom-Ylänne, 2004) and the students were educated to start reading material by using underlining technique. Specifically, this study was eligible for the participants who are applying underlining while reading a text.

Thus, the populations were students in the first semester with total number of 271 students who are taking the basic level of reading and applying the underlining assumed as a suitable population in this research.

2. Sample

Derived from the population, sample became the smaller unit in the population used to determine the accuracy of the population. Here is the formula to determine the size of the sample that applied by Notoatmodjo (2010):

$$n = \frac{N}{(1 + N \cdot d^2)}$$

Description:

n= the total of sample

N= the total of population

D= accuracy desired (0, 1)

$$n = \frac{271}{(1 + (271) (0, 1)^2)}$$

$$n = \frac{271}{(1 + (271) (0, 01))}$$

$$n = \frac{271}{(1 + 2, 71)}$$

$$n = \frac{271}{(3, 71)}$$

$$n = 73, 04$$

From the formula above, the researcher calculates the total of populations and find outs the result sample's size is 73, 04. Thus, the researcher chose 73 students from three units (unit 3, 5 and 6) of the first semester of English Language Education Department students, who applied underlining as their habit while reading and suggested to practice underlining by their lecturer, as the sample of the research.

D. Technique of Data Collection

Data collecting means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors. This step will produce a collection of numbers (test scores, frequency of behavior) or words (responses, opinions, quotes) (Creswell, 2012). In this research, the researcher obtained the data by using two instruments;

1. Questionnaire

Richards and Schmidt (2002, p.438) define questionnaire as “a set of questions on a topic or group of topics designed to be answered by a respondent.” The questionnaire is one of the common instruments in quantitative research. The ability to reach a large number of people and accessible to find out the result are one of the purposes of using a questionnaire. In this term, the researcher used the questionnaire as one of the techniques of collecting data to measure the frequency of underlining at first semester of English Department Ar- Raniry Banda Aceh.

There were eighteen closed questions divided into two parts; five of them were questions and thirteen of them were statements, are being asked in the questionnaire. The questionnaires were written in positive question and statement except for two statements. Additionally, Arikunto (2010) mentions that closed questionnaires minimize the difficulty for reader to answer the provided question. In another word, readers directly selected the correct option for the answer that has been cited in the questionnaire. The responses of the questionnaire will use five alternatives based on the Likert's Scale Type. The purpose of using Likert's'

scale to examine attitude, opinion, also the perception based on a certain object (Siregar, 2013). In this research, the researcher collected the data from two indicators of questionnaire. The indicators will show as follow:

Table 3.1

First Indicator Score of Underlining

No.	Alternative Option	Score
1.	Always	5
2.	Often	4
3.	Sometimes	3
4.	Seldom	2
5.	Never	1

Table 3.2

Second Indicator Score of Underlining

No.	Alternative Option	Positive Statement	Negative Statement
1.	Strongly agree	5	1
2.	Agree	4	2
3.	Neutral	3	3
4.	Disagree	2	4
5.	Strongly disagree	1	5

2. Test

Richards and Schmidt (2002, p. 546) define a test as “any procedure for measuring ability, knowledge, or performance”. A test is conducted to examine someone's knowledge of something to determine what he or she knows or learned. Additionally, applying a test to measure the level of skill or knowledge that has been obtained by the participant. In this research, the researcher wants to examine first semester students’ reading comprehension by answering several questions. In conducting a test, the researcher creates some criteria, as follow:

$$\text{Students' score} = \text{Number of Correct Value} \times \text{Total of Score}$$

The assessment of the test based on the acceptable scoring or on the correct answer. There were five texts will be asked, three texts are taken from National examination which derived from <https://www.sudutbaca.com/bedah-soal-un-bahasa-inggris-sma-tahun-2018/> and two texts were from lectures’ material which adapted from “Interactions II, A reading Skills Book” Page 64 by Kirn and Hartmann (1985). The lengths of each text are 123- 261 words with ten questions.

In measuring the students’ average of both questionnaire and test, the researcher categorized the classification of students’ score into four categories, these are:

Table 3.3

Classification of Students' Average score

No.	Category	Score
1.	Excellent	71-90
2.	Good	51-70
3.	Fair	31-50
4.	Poor	0-30

Source: Rahmawati (2015)

After finding the result of both instrument, the researcher included another formula to find out the percentage of each variable (Arifah, 2016), as follow:

$$P = \frac{F \times 100\%}{N} : \frac{TO}{N}$$

The explanation:

P= the percentage

F= the frequency

N= the number of selection

TO= the total of option

E. Research Procedures

In the process of gathering data, the researcher distributed the first instrument, the questionnaire, to the participant related to the frequency of doing underlining. Then, it was followed by a reading test to measure the second variable, which is students' reading comprehension.

1. The steps of collecting data for the habit of underlining

Firstly, the researcher started by explaining the procedure of the instrument; fill out the name, students' number and phone number of the participant. Afterward, the researcher guided and explained the participant about the written procedure on the questionnaire. In this instrument, the researcher stressed out that there are no rights or wrong answer, and the response of the students should be based on what the participant feels. The duration of completing the answer was around fifteen minutes.

2. The steps of collecting data for students' reading comprehension

The second instrument, reading test, was given on the same day after participant submitting the first instrument of the research. The procedure of reading test was similar to the questionnaire; filled out the identity of the participant and read the written direction. Next, the reading test included five texts with ten questions to check their understanding. The duration given to complete the test was around twenty minutes.

F. Technique of Data Analysis

After getting both responses from the questionnaire and the test, the researcher calculated the score separately. As mentioned previously, the questionnaire was used to examine the habit of underlining that known as variable X (independent) while the test was used to measure students' reading comprehension or termed variable Y (dependent). The next step was inserting the data to the correlational formula by Pearson, in order to measure the correlation between both of variable:

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

The description above symbolizations as:

r : The correlation coefficient of variable X and Y

$\sum XY$: The sum of product multiplying of reading comprehension test score and questionnaire score

$\sum X$: The sum of students' habit of underlining scores

$\sum Y$: The sum of reading comprehension scores

$(\sum X)$: The sum of the habit of underlining square

$(\sum Y)$: The sum of reading comprehension scores square

N : The total number of samples

If the result of the coefficient was positive or higher than 1 then both variable categorized have a correlation. In contrast, if the result of r was smaller than 1 determined no significant correlation. Here is a table of interval coefficient and the level of correlation by Alek, Anasy, and Hum.

Table 3.4

The Interval Coefficient and Degree of Correlation

Interpretation	R
Very weak correlation	0,00-0,19
Weak correlation	0,20-0,399
Sufficient correlation	0,40-0,599
High correlation	0,60-0,799
Very high correlation	0,80-1,000

Source: Alek, Anasy, and Hum (2017).

CHAPTER IV

DATA ANALYSIS

This chapter comprises the research finding, research question analysis, hypothesis result, and discussion based on the data obtained from the questionnaire and the test.

A. Research Finding

The research finding is obtained from the calculation of students' habit of underlining and their understanding of the text. Further, the researcher simply chose 73 students as the sample of the research. The researcher conducted the research in two days to collect the data; December 3rd and 5th, 2018. In the process of the research, the researcher analyzed all of the data in Microsoft Office Excel2010 for windows and manually calculate through the existed formula. Additionally, all names of the participant were abbreviated to maintain their privacy. The research data of two variables are concluded as follows:

Table 4.1

The Result of Underlining Habit and Reading Comprehension Score

	Underlining's Habit	Students' Reading Comprehension
Maximum	82	90
Minimum	47	40
Mean	66	65
Percentage	72.9%	65.8%

The data from each variable written as follows:

1. The Data of Students' Underlining Habit

To get the score of students' underlining habit, the researcher used the questionnaire as the technique of collecting data. The eighteen questionnaire items divided into five questions and thirteen statements by using Likert scale. The result of the questionnaire for each participant ranked from the highest to the lowest and presented in the table below:

Table 4.2

Students' Underlining Habit Score

No	Student	Underlining Habit Scores (X)
1	VAS	82
2	HIR	80
3	SWI	80
4	SSY	79
5	SAW	78
6	CTM	77
7	PEA	76
8	SHN	76
9	DAP	76
10	FHK	75
11	PAA	74
12	ASR	73
13	DLI	72
14	SZE	72
15	NAP	72
16	TMRR	72
17	AAF	71
18	AAH	71
19	FIA	71
20	MLA	70
21	NLAH	70

No	Student	Underlining Habit
		Scores (X)
22	DAN	70
23	JHH	69
24	MAF	69
25	NFA	69
26	CNY	69
27	ZLH	69
28	NLF	69
29	RLM	68
30	NLN	68
31	SIF	68
32	AHR	67
33	FASN	67
34	CNS	67
35	NAA	67
36	MAM	67
37	RAM	66
38	PSM	65
39	KHM	65
40	MRSL	65
41	ALK	65
42	WAY	64
43	MAS	63
44	SAM	63
45	MLJ	63
46	NA	62
47	NAA	62
48	NFZ	62
49	SHW	62
50	MAP	62
51	RAK	62
52	AST	61
53	RLM	61
54	DAA	61
55	ATP	60
56	MFAA	60
57	HHN	60
58	ULA	59

No	Student	Underlining Habit Scores (X)
59	MDF	59
60	WLW	59
61	ARJ	58
62	ZAH	58
63	DHA	57
64	MAU	57
65	ON	57
66	RAR	55
67	MEA	55
68	INJ	55
69	RIW	52
70	FAA	51
71	WNI	50
72	RJK	49
73	NIN	47
TOTAL (ΣX)		4782

From the data above, the higher score is 82 whereas the lower is 47. In order to arrange the students' score, the researcher adopts the classifications' track to classify students' habit of underlining that have been mentioned in the previous chapter.

The classification indicated that 19 students have excellent underlining habit, 51 students have a good underlining habit, 2 students have fair underlining habit and none of the students has a poor underlining habit. The average score of students' Likert scale questionnaire is 65.50 and rounded to 66. In calculating the average score of underlining habit, the researcher used mean formula. By acquiring the mean score of the questionnaire, the researcher summarized that the

students' underlining habit is good. Moreover, to find the percentage of each response, the researcher presented the calculation data of questionnaire. By referring to students' response (See Appendix II) the data are written as below:

Table 4.3

The Percentage and Frequency of Students' Underlining Response

Question/ Statement	A/ SA		O/ A		SO/ N		SE/ D		N/ SD	
	F	P	F	P	F	P	F	P	F	P
1	12	16.43%	26	35.62%	25	34.25%	8	10.96%	2	2.74%
2	7	9.59%	34	46.58%	17	23.29%	11	15.07%	4	5.47%
3	8	10.96%	22	30.14%	26	35.62%	12	16.43%	5	6.85%
4	5	6.85%	17	23.29%	26	35.62%	15	20.54%	10	13.70%
5	2	2.74%	8	10.96%	22	30.14%	29	39.73%	12	16.43%
6	7	9.59%	32	43.84%	31	42.46%	3	4.11%	0	0%
7	5	6.85%	29	39.73%	28	38.35%	10	13.70%	1	1.37%
8	17	23.29%	27	36.99%	24	32.87%	5	6.85%	0	0%
9	27	36.99%	38	52.05%	6	8.22%	2	2.74%	0	0%
10	40	54.79%	26	35.62%	6	8.22%	1	1.37%	0	0%
11	39	53.42%	26	35.62%	7	9.59%	1	1.37%	0	0%
12	24	32.87%	36	49.32%	11	15.07%	2	2.74%	0	0%
13	10	13.70%	45	61.64%	15	20.55%	3	4.11%	0	0%
14	10	13.70%	26	35.62%	32	43.84%	4	5.47%	1	1.37%
15	21	28.77%	34	46.58%	14	19.18%	4	5.47%	0	0%
16	5	6.85%	22	30.14%	38	52.05%	7	9.59%	1	1.37%
17	18	24.66%	31	42.46%	14	19.18%	8	10.96%	2	3%
18	18	24.66%	24	32.87%	27	36.99%	2	2.74%	2	2.74%
TOTAL	275		503		369		127		40	

The researcher ranked the percentage of students' response (See Appendix

II). The Calculation of Students' Questionnaire score is presented as follow:

Table 4.4

The Calculation of Selection Number and Frequency of Students' Underlining Response

Description	SCORE	Number Selection	SCORE X N (Frequency)
Option A/ SA (Always/ Strongly Agree)	5	275	1375
Option O/ A (Often/ Agree)	4	503	2012
Option SO/ NE (Sometime/ Never)	3	369	1107
Option SE/ D (Seldom/ Disagree)	2	127	254
Option N/ SD (Never/ Strongly Disagree)	1	40	40
TOTAL		1314	4788

After calculating the recapitulation of data above, the researcher included the data into the formula below:

$$P = \frac{F \times 100\%}{N} : \text{TO(Total Option)}$$

$$P = \frac{4788 \times 100\%}{1314}$$

$$P = 3.6438356164 \times 20\%$$

$$P = 72.9 \%$$

The result showed that the percentage of students' underlining was 72.9%. Therefore, the researcher concluded that the students' underlining habit in the first-semester student at English Department Language Education of Ar- Raniry University was more than 70%.

2. The Data of Students' Reading Comprehension

In measuring the students' reading comprehension, the researcher decided to do a test. The students were requested to answer five texts with ten questions. Next, from the test, the researcher obtained the score of students' reading comprehension. The lists of students' reading comprehension score are presented as follow:

Table 4.5

Students' Reading Comprehension Score

No	Student	Students' Reading Comprehension Score (Y)
1	SAW	90
2	VAS	90
3	HIR	90
4	AAF	80
5	PEA	80
6	NLAH	80
7	TMRR	80
8	SHN	80
9	CNS	80
10	NLF	80
11	FHK	80
12	KHM	70
13	WAY	70
14	DLI	70
15	NA	70

No	Student	Students' Reading Comprehension Score (Y)
16	RAM	70
17	NAA	70
18	NFA	70
19	SZE	70
20	MRSL	70
21	MAS	70
22	MFAA	70
23	CTM	70
24	NAP	70
25	WLW	70
26	AAH	70
27	SAM	70
28	AHR	70
29	FASN	70
30	ZLH	70
31	SWI	70
32	SIF	70
33	SSY	70
34	INJ	70
35	MAM	70
36	DAP	70
37	MLJ	70
38	PSM	60
39	RJK	60
40	FAA	60
41	JHH	60
42	MAF	60
43	RIW	60
44	ARJ	60
45	ATP	60
46	RLM	60
47	MDF	60
48	MEA	60
49	MLA	60
50	NLN	60
51	CNY	60
52	MAP	60

No	Student	Students' Reading Comprehension Score (Y)
53	RAK	60
54	RLM	60
55	ASR	60
56	PAA	60
57	NAA	60
58	FIA	60
59	DAN	60
60	WNI	50
61	DHA	50
62	RAR	50
63	ULA	50
64	MAU	50
65	ON	50
66	NFZ	50
67	SHW	50
68	HHN	50
69	AST	50
70	ALK	50
71	DAA	50
72	ZAH	50
73	NIN	40
TOTAL (ΣX)		4740

The table shows that the reading comprehension score is ranked from 40-90. The maximum score is 90 and the minimum is 40. The average score is rounded to 65 from 64, 93. As well as the average score of questionnaire, the researcher also used mean formula to calculate the students' average score.

The next step, the researcher finds the percentage of the test. To evaluate the percentage students' reading comprehension test, the researcher used the formula below:

$$P = \frac{F \times 100\%}{N}$$

There were 4 categories Rahmawati (2015) that examined used this formula in the following:

$$P = \frac{11 \times 100\%}{73} = 15.1\%$$

$$P = \frac{48 \times 100\%}{73} = 65.8\%$$

$$P = \frac{13 \times 100\%}{73} = 17.8\%$$

$$P = \frac{1 \times 100\%}{73} = 1.4\%$$

From the calculation above, the highest percentage is 65.8%, which is indicated as good. As a result, the students have a good qualification in their reading comprehension (refer to classification score)

B. The Correlation between Students' Underlining Habit and Their Reading Comprehension Scores

In measuring the result between students' underlining habit and their reading comprehension, the researcher applied the correlation formula to evaluate both instruments' data that have been collected, below:

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

Thus, the calculation criteria are provided in the table below:

Table 4.6

The Students' Underlining Habit and Reading Comprehension Scores

No	Name	Basic Reading Unit	Underlining Habit Scores (X)	Students' Reading Comprehension Scores (Y)	X ²	Y ²	ΣXY
1	PSM	6	65	60	4225	3600	3900
2	WNI	6	50	50	2500	2500	2500
3	DHA	6	57	50	3249	2500	2850
4	RAR	6	55	50	3025	2500	2750
5	ULA	6	59	50	3481	2500	2950
6	RJK	6	49	60	2401	3600	2940
7	FAA	6	51	60	2601	3600	3060
8	JHH	6	69	60	4761	3600	4140
9	MAF	6	69	60	4761	3600	4140
10	RIW	6	52	60	2704	3600	3120
11	MAU	6	57	50	3249	2500	2850
12	KHM	6	65	70	4225	4900	4550
13	RAM	6	66	70	4356	4900	4620
14	NAA	6	62	70	3844	4900	4340
15	SZE	6	72	70	5184	4900	5040
16	MRSL	6	65	70	4225	4900	4550
17	MAS	6	63	70	3969	4900	4410
18	MFAA	6	60	70	3600	4900	4200
19	HHN	6	60	50	3600	2500	3000
20	RAK	6	62	60	3844	3600	3720
21	AST	6	61	50	3721	2500	3050
22	DAN	6	70	60	4900	3600	4200
23	MLJ	6	63	70	3969	4900	4410
24	INJ	6	55	70	3025	4900	3850
25	NAA	6	67	60	4489	3600	4020
26	DAA	6	61	50	3721	2500	3050
27	RLM	6	61	60	3721	3600	3660
28	SSY	5	79	70	6241	4900	5530
29	SAM	5	63	70	3969	4900	4410
30	HIR	5	80	90	6400	8100	7200
31	AHR	5	67	70	4489	4900	4690
32	NLAH	5	70	80	4900	6400	5600
33	SAW	5	78	90	6084	8100	7020

No	Name	Basic Reading Unit	Underlining Habit Scores (X)	Students' Reading Comprehension Scores (Y)	X ²	Y ²	ΣXY
34	ATP	5	60	60	3600	3600	3600
35	RLM	5	68	60	4624	3600	4080
36	NFA	5	69	70	4761	4900	4830
37	MDF	5	59	60	3481	3600	3540
38	PEA	5	76	80	5776	6400	6080
39	NLN	5	68	60	4624	3600	4080
40	SHW	5	62	50	3844	2500	3100
41	CNY	5	69	60	4761	3600	4140
42	AAH	5	71	70	5041	4900	4970
43	TMRR	5	72	80	5184	6400	5760
44	DAP	5	76	70	5776	4900	5320
45	ZAH	5	58	50	3364	2500	2900
46	ZLH	5	69	70	4761	4900	4830
47	NIN	5	47	40	2209	1600	1880
48	FIA	5	71	60	5041	3600	4260
49	NLF	5	69	80	4761	6400	5520
50	MAM	3	67	70	4489	4900	4690
51	FHK	3	75	80	5625	6400	6000
52	ARJ	3	58	60	3364	3600	3480
53	CTM	3	77	70	5929	4900	5390
54	NFZ	3	62	50	3844	2500	3100
55	VAS	3	82	90	6724	8100	7380
56	AAF	3	71	80	5041	6400	5680
57	MEA	3	55	60	3025	3600	3300
58	WAY	3	64	70	4096	4900	4480
59	DLI	3	72	70	5184	4900	5040
60	WLW	3	59	70	3481	4900	4130
61	ON	3	57	50	3249	2500	2850
62	NA	3	62	70	3844	4900	4340
63	NAP	3	72	70	5184	4900	5040
64	MAP	3	62	60	3844	3600	3720
65	MLA	3	70	60	4900	3600	4200
66	SHN	3	76	80	5776	6400	6080
67	FASN	3	67	70	4489	4900	4690
68	SWI	3	80	70	6400	4900	5600

No	Name	Basic Reading Unit	Underlining Habit Scores (X)	Students' Reading Comprehension Scores (Y)	X ²	Y ²	ΣXY
69	SIF	3	68	70	4624	4900	4760
70	PAA	3	74	60	5476	3600	4440
71	ALK	3	65	50	4225	2500	3250
72	ASR	3	73	60	5329	3600	4380
73	CNS	3	67	80	4489	6400	5360
Total			4782	4740	317672	316200	314590

From the calculation overhead, the researcher inserted the data into the correlation coefficient product moment method, as follows:

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

$$r_{xy} = \frac{(73)(314590) - (4782)(4740)}{\sqrt{[(73)317672 - (22867524)][(73)316200 - (22467600)]}}$$

$$r_{xy} = \frac{22965070 - 22666680}{\sqrt{[23190056 - 22867524][23082600 - 22467600]}}$$

$$r_{xy} = \frac{298390}{\sqrt{[322532][615000]}}$$

$$r_{xy} = \frac{298390}{\sqrt{198357180000}}$$

$$r_{xy} = 0.669$$

The result of the calculation above demonstrated that the correlation coefficient (r) is 0.669 and indicated as a high correlation by referring to the correlation coefficient (r) by Alek, Anasy, and Hum (2017) in the previous chapter. Thus, the researcher concluded that there is a high correlation between students' underlining habit and students' reading comprehension.

C. Examining Hypothesis

The researcher tested the null hypothesis (H_0) to the alternative hypothesis (H_a). To answer the hypothesis of the study, the researcher calculated the data of the participant using Pearson Product Moment formula. Therefore, the patterns of the hypothesis are presented below:

$H_0: r_{xy} = 0$, indicated that there is no correlation between variable X and Y

$H_a: r_{xy} > 0$, indicated that there is a correlation between variable X and Y

From the result of r_{xy} in the earlier discussion, it was written that the correlation coefficient (r) between students' habit of underlining text and their reading comprehension is 0.669. As a conclusion, the result of r_{xy} indirectly receives the alternative hypothesis (H_a) which indicated that there is a correlation between the habit of underlining (X) and students' reading comprehension (Y).

1. Totaling the coefficient determinant

The purpose of this step was to find out the effect of both X and Y variables. Therefore, the researcher has to find out on how much the variable X influenced variable Y. In calculating the percentage, the researcher decided to calculate through determination coefficient (R) formula. The formula of determination coefficient;

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

The definitions are:

R: Determination coefficient

r^2 : Correlation coefficient

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

$$R = (0.669)^2 \times 100\%$$

$$R = 0.447561 \times 100\%$$

$$R = 44.76\%$$

By getting the result of R-value 44.76% it seemed that the effect of students' underlining habit (x) toward students' reading comprehension (y) is 44.75% which almost 50%.

D. Discussion of Findings

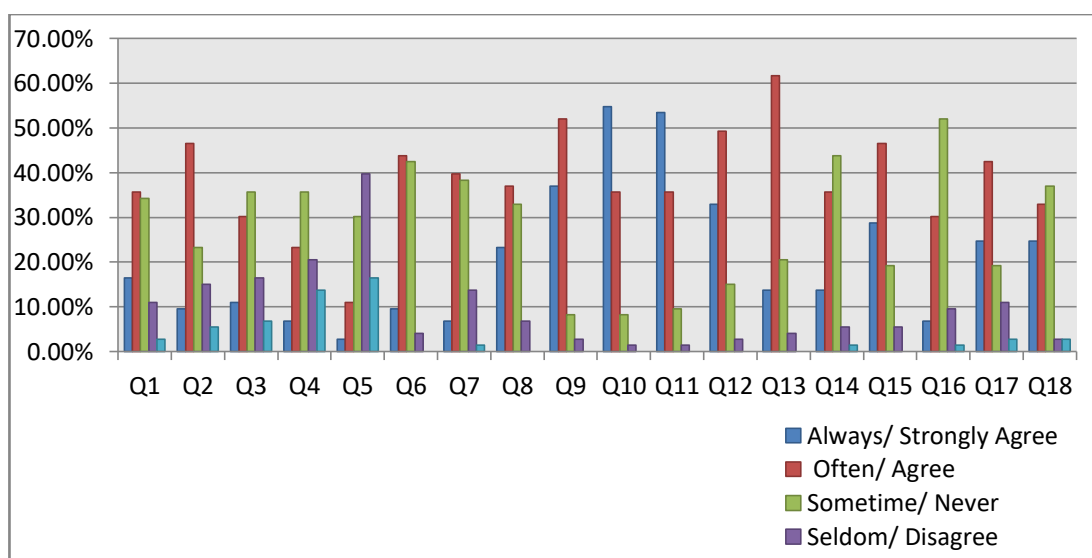
There were two aims of study in this research, the first one is to investigate the underlining habit of first-semester student of English Department Language Education of UIN Ar- Raniry, and the second is to find out the correlation between students' underlining habit and their reading comprehension.

In the first research question, the researcher applied the questionnaire to examine students' underlining habit. Based on the classification score, it is confirmed that the underlining habit of first semester student at English Department Language Education of UIN Ar- Raniry is good based on the average score which falls in between 66, the conclusion is determined from the calculation result of the students' total score who answered the questionnaire. The percentage of students' underlining habit is 72.6% (more than 70%).

From the figure below, the highest percentage of four options from the whole question will discuss by the researcher below. The first part of the questionnaire described that 35.62% participants often heard or learned about underlining, 46.58% of students also often learn or practice underlining while reading. Meanwhile, 35.62% students sometimes practice underlining in a week, also 35.62% students whose lecturer sometimes asked to practice underlining, and 39.73% students who seldom suggest to their friend about underlining.

Figure 4.1

The Highest Response of Students' Questionnaire Score



In the second part of questionnaires, almost half students (43.84%) agree that underlining is one of their favorite activities while reading texts or books. 39.73% students also added that the activity of underlining is more interesting than other readings' strategies, it is supported by 52.05% students who mention that doing underlining while reading make the reading material become easier. As

presented by Kobayashi (2007), underlining skill allows the student to focus on their reading material. This opinion is strengthened by 49.32% students who are inclined that applying underlining directly easier them to focus on the text.

A research by Caverly, Orlando, and Mullen (2000) indicated that underlining is a strategy to select and highlight the important point which convenient the reader to review the passage. Evidently, more than 50% students mentioned that underlining facilitated them to select the important keyword in the passage, identified the main idea and found the supporting details of the passage, it reacted by 61.64% students who agreed that the used of underlining increase their understanding without rereading the passage. 36.99 % students claimed that underlining is an easy activity that unintentionally done while reading a text. A relevant literature by Yüksel and Kosar (2001) state that the students likely to underline their reading material while reading.

By referring to the objectives and benefits of underlining, 42.46% of students answered that underlining never direct them to understand the passage, and 36.99% students never doing underlining because of boring. Yet, 43.84% students whose lecturers never highly suggest practicing underlining while reading affected 52.05% students who sometimes practice underlining in their leisure time.

According to Sheeran (2002), the best way to evaluate the habits is by measuring the frequency of doing the activity. In short, from the average score and the percentage of students' questionnaire, the researcher concludes those students' underlining habits while reading is good and the frequency of student

doing underlining is more than 70%. As well as the average score of both underlining habit and students' reading comprehension, which simply differ about 1 score. This presented both variables of the research have a strong relationship which affected each other.

The second research question is to examine the correlation of students' underlining habit toward students' reading comprehension by conduction a test to student of English Language Education Department of UIN Ar- Raniry. To answer the question, the researcher finds the result of correlational product moment by Pearson, which aimed at finding the relationship between two or more variables. The result of the correlation coefficient (r) is 0.669 and was classified as a high correlation with the percentage is 65.8% and indicates that the students have a good qualification in their reading comprehension. This result is relevant to Singh (2017), who conducted a research in the effect of underlining during reading, it confirms that underlining has a relationship to improve the understanding of the passage. He also adds that the more he remembers something the more he underlines the passage.

The results of the same research also revealed by Boch and Piolat (2005), who highly suggest that the strategy of underlining maintains students' understanding and reduces excessive use of time while reading. Particularly, reading comprehension required not only the process of sounding the written text but also the understanding of the student. Acceptance to the hypothesis of this research is similar to the finding of Mahdavi and Azimi (2012) stated that the used of underlining as a cognitive strategy have a positive effect to the reading

comprehension of the student. Therefore, by referring to the findings and several previous studies, it is clear that the underlining habit is one of the strategies that influential in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

1. Conclusions

From the result of the research in the previous chapter, the researcher concludes that 73 first semester students at English Department Language Education of UIN Ar- Raniry have a good underlining habit with the average score was 66. This habit was influenced by the students' frequency of doing underlining among 72.9%. Besides, the habit of underlining was also developed by students who straightly underlined their reading text. The students were also already familiar with the underlining technique and mentioned underlining as their favorite strategies while reading books or texts. The student believed that the used of underlining facilitated them to highlight the main idea and support detail over reread the passage. By getting the keyword of the text, the students agreed that underlining helped them in focusing their mind to enhance the understanding of the text.

Further, the researcher examined students' reading comprehension through a test to check the correlation between students' underlining result and students' reading comprehension. The average result of the test was 65 with the highest percentage was 65.8% and indicated as a good classification. After collecting both results of the test then inserting to the Pearson formula, the researcher found that the correlational coefficient was 0.669, which classified as a high correlation. Along with the hypothesis result, there was a high correlation between students' habit of underlining and their reading comprehension of the text.

2. Suggestions

Because of the result of the research is positive, the researcher suggests that the reading lecturer have to concern about students' reading habit especially the habit of underlining. By guiding and developing the underlining habit into a good skill will create more confident and well-prepared students while they are reading texts or books without consuming more time. Therefore, in order to enhance the habit of underlining, the researcher suggests that students have to enrich their knowledge about the use of underlining, keep practicing in their leisure time, and examine their underlining skill while reading books or texts. Then, for the future researcher, this research hopes might be a reference to conduct a similar research with different issues or methodologies that cover more population to acquire a better result of this study. For instance, further researcher expected to evaluate student perception about the factor that influences students' underlining habit.

3. Limitation of Study

This research investigated the correlation between students' underlining habit and students' reading comprehension in first semester of English Department of UIN Ar- Raniry. For that reason, this research contributes to the literature related to the habit of underlining, the reading comprehension aspect, and the relationship between underlining and reading comprehension score.

REFERENCES

- Adams, M. J. (2017). Failure to comprehend and levels of processing in reading. *In Theoretical Issues in Reading Comprehension* (p. 11-32). Urbana: Routledge.
- Adler, M. J., & Van Doren, C. (2014). How to read a book: *The Classic Guide to Intelligent Reading*. Boca Grande: Simon and Schuster.
- Alek, M. P., Anasy, Z., & Hum, M. (2017). *The relationship between students' reading habit and their narrative writing ability* (Published thesis, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University).
- Alexander, P. A., & Jetton, T. L. (2000). *Learning from text: A multidimensional and developmental perspective*. In M.L. Kamil, P.B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research*, Volume 3, 285-310. Mahwah, NJ: Erlbaum.
- Alkhateeb, M., Hayashi, Y., Rajab, T., & Hirashima, T. (2016). Experimental use of kit-build concept map system to support reading comprehension of EFL in comparing with selective underlining strategy. *International Journal of Advanced Computer Science and Applications*, 7(4).
- Anderson, N. J. (2002). *The Role of Metacognitive in Second Language Teaching and Learning*. Washington, DC: ERIC Digest.
- Arifah, U. (2016). *The correlative study between reading achievement toward translation mastery for the fourth semester of English education department of teacher training and education faculty in the academic year of 2014/2015*. Published thesis. IAIN of Salatiga, Jawa Tengah
- Arikunto, S. (2010). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: PT Rineka Cipta.
- Boch, F., & Piolat, A. (2005). Note taking and learning: A summary of research. *The WAC Journal*, 16, 101-113.
- Boulware-Gooden, R., Carreker, S., Thornhill, A., & Joshi, R. M. (2007). Instruction of metacognitive strategies enhances reading comprehension and vocabulary achievement of third-grade students. *The Reading Teacher*, 61(1), 70-77.

- Bransford, J., Brown, A., & Cocking, R. (2000). How people learn: Brain, mind, experience and school. Washington, DC: *Commission on Behavioral and Social Sciences and Education*, National Research Council.
- Carlson, S. M., Claxton, L. J., & Moses, L. J. (2015). The relationship between executive function and theory of mind is more than skin deep. *Journal of Cognition and Development*, 16(1), 186-197.
- Caverly, D. C., Orlando, V. P., & Mullen, J. A. L. (2000). Textbook study reading. In: RF Flippo, DC Caverly (Eds): Handbook of college reading and study strategy research. Hillsdale NJ: Erlbaum pp.105-147.
- Ceylan, E. & Harputlu, H. (2015). Metacognition in reading comprehension. *The Literacy Trek, Vol. 1—1*. pp. 28—36.
- Chen, D., Bolton, J., & Manning, C. D. (2016). *A thorough examination of the cnn/daily mail reading comprehension task*. arXiv preprint arXiv:1606.02858.
- Chen, J. M., Chen, M. C., & Sun, Y. S. (2010). *A novel approach for enhancing student reading comprehension and assisting teacher assessment of literacy computers & education*, 55(3), 1367-1382.
- Coiro, J. (2003). Exploring literacy on the internet: Reading comprehension on the internet: Expanding our understanding of reading comprehension to encompass new literacies. *The Reading Teacher*, 56(5), 458-464.
- Crescenzi, A. (2016). *Metacognitive knowledge and metacognitive regulation in time-constrained in information search*. In SAL@ SIGIR.
- Creswell, J. (2009). *Research design: Qualitative and quantitative approach*. Thousand Oaks: Sage Publications.
- Creswell, J. W. (2012). *Educational research; Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson Education Inc.
- Darling-Hammond, L., Austin, K., Cheung, M., & Martin, D. (2003). Thinking about thinking: Metacognition. L. Darling-Hammond, *The learning classroom: Theory into practice*. Video Course. Stanford, CA: Stanford University.

- Day, R. R., & Park, J. S. (2005). *Developing reading comprehension questions reading in a foreign language*, 17(1), 60-73.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. (2013). Improving students' learning with effective learning techniques: *Promising directions from cognitive and educational psychology*. *Psychological Science in the Public Interest*, 14(1), 4-58.
- RF Flippo, DC Caverly (Eds) (2000). *Handbook of college reading and study strategy research*. Hillsdale NJ: Erlbaum pp.105-147.
- Gambrell, L., Block, C. C., & Pressley, M. (2002). *Improving comprehension instruction*. Newark, DE: Jossey-Bass.
- Gardner, B. (2015). A review and analysis of the use of 'habit' in understanding predicting and influencing health-related behavior. *Health Psychology Review*, 9(3), 277-295.
- Ghandehari, S. (2013). Definition of reader, as a relative concept, in reader-response theories. *Procedia-Social and Behavioral Sciences*, 70, 1381-1388.
- Harvey, M. (2012). *Reading comprehension strategies for elementary and secondary school students*. Lynchburg, Va: Lynchburg College Publisher.
- Hauke, J., & Kossowski, T. (2011). Comparison of values of pearson's and spearman's correlation coefficients on the same sets of data. *Quaestiones Geographicae*, 30(2), 87-93.
- Holschuh, J. P., & Aultman, L. P. (2008). Comprehension development. In *Handbook of College Reading and Study Strategy Research* (pp. 141-164). Routledge.
- Humos, O. A. (2012). An evaluative analysis of comprehension questions level of difficulty: A case of 12th grade palestinian English students Textbook. *An-Najah University Journal for Research*, 26(3), 767-788.
- Kim, A. H., Vaughn, S., Wanzek, J., & Wei, S. (2004). Graphic organizers and their effects on the reading comprehension of students with LD: A synthesis of research. *Journal of Learning Disabilities*, 37(2), 105-118.

- Kobayashi, K. (2007). The influence of critical reading orientation on external strategy use during expository text reading. *Educational Psychology*, 27(3)363-375.
- Kuhn,D., & Dean, Jr, D. (2004). Metacognition: A bridge between cognitive psychology and educational practice. *Theory into Practice*, 43(4), 268-273.
- Lally, P., Van Jaarsveld, C. H., Potts, H. W., & Wardle, J. (2010). How are habits formed: Modelling habit formation in the real world. *European Journal of Socialpsychology*, 40(6), 998-1009.
- Leu, D. J., Kinzer, C. K., Coiro, J. L., & Cammack, D. W. (2004). Toward a theory of new literacies emerging from the Internet and other information and communication technologies. *Theoretical Models and Processes of Reading*, 5(1), 1570-1613.
- Lindblom-Ylänne, S. (2004). Raising students' awareness of their approaches to study. *Innovations in Education and Teaching International*, 41(4), 405-421.
- Livingston, J. A. (2003). *Metacognition: Overview (ERIC Document Reproduction Service No. ED474273)*. Google Scholar.
- Louwerse, M. M. (2017). System and method for evaluating reading fluency using underlining. *U.S. Patent No. 9,786,195*. Washington, DC: U.S Patent and Trademark Office.
- Mahdavi, A., & Azimi, S. (2012). The Effects of Cognitive Strategies in Note-Making and Underlining on Iranian EFL Learners' Reading Comprehension. *International Journal of Applied Linguistics and English Literature*, 1(6), 1-6.
- McWhorter, K. T. (2006). *Study and critical thinking skills in college* (4th ed.). New York: Longman.
- Meniado, J. C. (2016). Metacognitive reading strategies, motivation, and reading comprehension performance of Saudi EFL students. *English Language Teaching*, 9(3), 117-129.

- Mokhtari, K., & Reichard, C. A. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Education Psychology*, 94(2), 249
- Ness, M. K. (2016). Reading comprehension strategies in secondary content area classrooms: Teacher use of and attitudes towards reading comprehension instruction. *Reading Horizons*, 49(2), 5.
- Notoatmodjo, S. (2010). *Metodologi penelitian kesehatan*. Jakarta: Rineka Cipta
- Ozsoy, G., & Ataman, A. (2017). The effect of metacognitive training on mathematical problem solving achievement. *International Electronic Journal of Elementary Education*, 1(2), 67-82.
- Prado, L., & Plourde, L. A. (2005). Increasing reading comprehension through the explicit teaching of reading strategies: Is there a difference among the genders?. *Reading Improvement*, 32-43.
- Pressley, M. (2002). Metacognition and self-regulated comprehension. *What Research Has to Say About Reading Instruction*, 3, 291-309.
- Price, K. W., Meisinger, E. B., Louwerse, M. M., & D'Mello, S. K. (2012). Silent reading fluency using underlining: Evidence for an alternative method of assessment. *Psychology in the Schools*, 49(6), 606-618.
- Rahmawati, N. (2015). *A correlative study of students' reading interest toward their writing ability*. Published thesis, IAIN Salatiga: Salatiga.
- Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of applied linguistics and language teaching*. Harlow, UK: Longman.
- Sheeran, P. (2002). Intention—behavior relations: A conceptual and empirical review. *European Review of Social Psychology*, 12(1), 1-36.
- Sihak, J. A. N. G., Seonhwa, K. I. M., Kim, H., & Mijung, P. A. R. K. (2016). *Text recognition apparatus and method for terminal*. U.S. Patent No. 9,471,219. Washington, DC: U.S. Patent and Trademark Office
- Simon, M. K., & Goes, J. (2011). *Correlation research*. Available at: dissertation recipes. Com/wp-content/u/04/Correlational ResearchX. Pdf [accessed04/02/18]

- Singh, L. K. (2017) A Study on the effect of underlining during Reading. *International Journal of research culture society*, 1(08).
- Siregar, S. (2013). *Statistik parametrik untuk penelitian kuantitatif*. Jakarta: Bumi Aksara, 102.
- Strack, F., & Deutsch, R. (2004). Reflective and impulsive determinants of social behavior. *Personality and Social Psychology Review*, 8(3), 220-247.
- Strømsø, H. I., Bråten, I., & Samuelstuen, M. S. (2008). Dimensions of topic specific epistemological beliefs as predictors of multiple text understanding. *Learning and Instruction*, 18(6), 513-527.
- Suggate, S. P. (2016). A meta-analysis of the long-term effect of phonemic awareness, phonics, fluency, and reading comprehension interventions. *Journal of Learning Disabilities*, 49(1), 77-96.
- Thórisson, K. R., Kremelberg, D., Steunebrink, B. R., & Nivel, E. (2016). *About understanding*. In Artificial General Intelligence (pp. 106-117). Springer, Cham.
- Vernozy-Rozand, C., Mazuy-Cruchaudet, C., Bavai, C., & Richard, Y. (2004). Comparison of three immunological methods for detecting staphylococcal enterotoxins from food. *Letters in Applied Microbiology*, 39(6), 490-494.
- Whitebread, D., Coltman, P., Pasternak, D. P., Sangster, C., Grau, V., Bingham, S., & Demetriou, D. (2009). The development of two observational tools for assessing metacognition and self-regulated learning in young children. *Metacognition and Learning*, 4(1), 63-85.
- Yayli, D., & Yayli, D. (2009). Effects of Foreign Language Knowledge Transfer and Gender on Test Results of Underlining. *Elektronik Sosyal Bilimler Dergisi*, 27(27).
- Yüksel, S., & Kosar, E. (2001). Learning strategies used by the faculty of education. *Contemporary Education*, 26 (278), 29-36.
- Zhang, W. Z., Ma, X. J., Jin, L., & Chai, H. X. (2009). U.S. Patent No. 7,590,540. Washington, DC: U.S. Patent and Trademark Office.

Appendix I:

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-4045/UN.08/FTK/KP.07.6/04/2018
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Maret 2018
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Nashriyah, MA Sebagai Pembimbing Pertama
2. Husnul Khatimah S.Pd.I., M.Pd Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Ghea Azzahra
NIM : 140203289
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation between Students' Habit of Underlining Text and Their Reading Comprehension
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 09 April 2018



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Appendix II:

Recommendation Letter of Conducting Research from Faculty of Education and Training



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 9633 /Un.08/TU-FTK/ TL.00/09/2018

25 September 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Ghea Azzahra
N I M	: 140 203 289
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Jeumpa No. 1 Perumahan Bumi Bakti Gp. Reuloh Lambaro Kab. Aceh Besar

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris UIN AR-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Correlation Between Students' Habit Of Underlining Text And Their Understanding In English
Departement Student Of UIN AR-Raniry**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,
M. Sata Farzah Ali

Kode 8903

BAG. UMUM BAG. UMUM

Appendix III:

Confirmation Letter of Conducted Research from English Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

Surat Keterangan

Nomor: B-504/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-9633/Un.08/ TU. FTK/TL.00/09/2018 tanggal 25 September 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

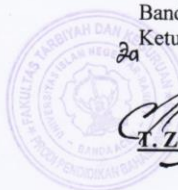
Nama : Ghea Azzahra
NIM : 140203289
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

The Correlation Between Students' Habit of Underlining Text and Their Understanding in English department Student of UIN Ar-Raniry.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 18 Desember 2018
Ketua Prodi Pendidikan Bahasa Inggris,



2a

T. Zulfikar
T. Zulfikar

Appendix IV:***Table 4.3***The *Highest* Percentage and Frequency of Students' Underlining Response

	A/ SA		O/ A		SO/ N		SE/ D		N/ SD	
Q/S	P	Q/S	P	Q/S	P	Q/S	P	Q/S	P	
10	54.79%	13	61.64%	16	52.05%	5	39.73%	5	16.43%	
11	53.42%	9	52.05%	14	43.84%	4	20.54%	4	13.70%	
9	36.99%	12	49.32%	6	42.46%	3	16.43%	3	6.85%	
12	32.87%	2	46.58%	7	38.35%	2	15.07%	2	5.47%	
15	28.77%	15	46.58%	18	36.99%	7	13.70%	18	2.74%	
17	24.66%	6	43.84%	3	35.62%	1	10.96%	17	3%	
18	24.66%	17	42.46%	4	35.62%	17	10.96%	1	2.74%	
8	23.29%	7	39.73%	1	34.25%	16	9.59%	16	1.37%	
1	16.43%	8	36.99%	8	32.87%	8	6.85%	14	1.37%	
13	13.70%	1	35.62%	5	30.14%	14	5.47%	7	1.37%	
14	13.70%	14	35.62%	2	23.29%	15	5.47%	15	0%	
3	10.96%	10	35.62%	13	20.55%	6	4.11%	13	0%	
2	9.59%	11	35.62%	15	19.18%	13	4.11%	12	0%	
6	9.59%	18	32.87%	17	19.18%	9	2.74%	11	0%	
4	6.85%	3	30.14%	12	15.07%	12	2.74%	10	0%	
7	6.85%	16	30.14%	11	9.59%	18	2.74%	9	0%	
16	6.85%	4	23.29%	9	8.22%	10	1.37%	8	0%	
5	2.74%	5	10.96%	10	8.22%	11	1.37%	6	0%	
503		369		127		40				

Appendix V

Table 4.4

The Calculation of Mean Students' Underlining Habit

NO	STUDENT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	TOTAL
1	SAW	5	4	5	5	5	4	5	4	5	5	5	5	4	4	5	3	2	3	78
2	PSM	4	3	3	2	2	4	4	5	4	4	5	5	3	2	3	3	4	5	65
3	WNI	3	1	2	1	1	3	2	3	4	2	4	4	4	3	4	3	3	3	50
4	DHA	3	2	2	2	2	2	4	4	4	4	4	3	3	3	4	3	4	4	57
5	RAR	4	3	3	1	2	3	3	4	3	3	3	3	3	2	4	3	4	4	55
6	ULA	4	2	1	2	1	2	2	4	5	5	5	4	4	3	4	4	4	3	59
7	RJK	2	1	2	1	2	3	2	3	5	4	3	3	3	3	4	3	2	3	49
8	FAA	1	1	1	1	1	3	3	2	4	4	4	4	4	3	4	3	4	4	51
9	JHH	3	4	4	3	2	4	2	4	5	5	5	5	4	3	2	4	5	5	69
10	MAF	3	2	3	3	2	4	3	5	4	4	5	4	5	4	4	4	5	5	69
11	RIW	1	1	1	1	1	3	3	3	3	4	4	4	4	4	4	4	3	4	52
12	ARJ	2	4	4	3	4	3	2	3	4	5	4	2	3	3	3	3	2	4	58
13	ATP	4	4	3	1	2	3	3	2	5	5	5	4	3	3	4	2	5	2	60
14	MAU	4	3	3	1	2	3	3	3	4	4	4	3	3	2	4	3	4	4	57
15	VAS	4	5	5	3	4	4	4	5	5	5	5	5	5	4	5	4	5	5	82
16	AAF	4	4	3	3	2	4	4	5	4	5	5	4	4	3	4	4	4	5	71
17	KHM	3	2	3	3	1	4	5	3	4	5	5	3	4	5	5	4	3	3	65
18	WAY	3	2	3	4	2	3	4	4	4	4	4	4	4	4	4	3	4	4	64
19	DLI	4	5	3	3	3	5	3	3	5	5	5	5	5	3	5	3	4	3	72
20	RLM	4	4	4	3	3	4	4	5	4	4	4	4	4	3	4	4	3	3	68

21	ON	4	4	3	2	3	3	2	2	4	4	4	3	4	3	3	3	3	3	57
22	NA	3	4	2	3	4	3	4	4	5	5	5	2	3	3	2	3	5	2	62
23	RAM	3	3	4	3	2	3	3	4	4	5	5	4	4	3	5	3	4	4	66
24	NAA	3	5	5	2	2	4	4	4	4	4	4	4	4	3	3	3	4	4	66
25	NFA	5	4	5	4	1	4	3	3	2	4	5	5	4	5	5	4	3	3	69
26	MDF	5	3	1	3	2	3	5	3	4	5	2	3	4	3	5	3	1	4	59
27	SZE	4	4	3	3	2	4	4	5	4	4	4	4	4	4	5	4	5	5	72
28	MRS�	4	4	3	3	1	4	4	4	4	4	4	4	4	4	4	3	4	3	65
29	MAS	3	2	2	4	3	3	3	4	4	5	5	4	4	3	5	3	3	3	63
30	MFAA	4	2	1	1	2	2	2	2	5	5	5	5	5	4	5	2	4	4	60
31	PEA	4	5	4	2	3	5	4	5	4	5	3	5	5	5	5	2	5	5	76
32	CTM	4	4	4	4	3	4	4	4	5	4	5	5	5	4	5	3	5	5	77
33	NFZ	2	3	3	4	2	4	4	3	4	4	4	5	4	3	4	3	1	5	62
34	MEA	3	4	3	2	3	3	4	3	4	5	4	3	2	4	2	1	2	3	55
35	NAP	4	4	3	4	2	3	4	5	2	5	5	5	4	4	5	5	4	4	72
36	WLW	2	5	4	3	1	4	3	3	4	4	4	4	3	1	3	3	4	4	59
37	MLA	3	4	4	4	4	3	4	3	5	5	5	4	4	3	5	3	4	3	70
38	NLN	5	4	2	4	2	3	1	3	4	5	5	4	4	5	5	2	5	5	68
39	SHW	4	4	4	3	2	4	2	3	4	4	4	4	3	3	4	2	5	3	62
40	CNY	5	4	4	5	3	4	3	3	4	5	5	4	5	4	3	5	2	1	69
41	AAH	5	4	5	4	1	5	3	5	3	3	5	5	4	5	5	3	3	3	71
42	MAP	2	3	3	3	1	4	2	4	4	5	5	4	4	4	4	3	4	3	62
43	HHN	3	2	2	3	1	3	4	3	5	5	4	4	4	3	5	3	3	3	60
44	RAK	3	3	2	2	2	4	3	3	4	4	4	4	4	3	4	3	5	5	62
45	AST	3	3	3	4	3	3	3	4	4	4	4	5	3	3	3	3	3	3	61
46	SAM	4	3	2	2	3	3	3	3	4	4	5	5	4	3	4	3	4	4	63
47	HIR	5	4	5	5	5	5	3	5	5	4	5	4	5	5	4	5	3	3	80
48	AHR	3	3	3	3	2	3	3	3	4	5	5	5	5	5	4	3	4	4	67

49	NLAH	5	4	3	2	4	4	5	3	5	5	5	5	4	3	4	4	2	3	70
50	TMRR	3	3	4	4	3	4	4	5	5	5	5	4	4	3	5	3	5	3	72
51	SHN	5	4	4	3	2	4	3	4	5	5	5	4	4	5	5	4	5	5	76
52	FASN	4	3	2	3	2	4	3	4	5	5	4	5	4	4	3	4	4	4	67
53	ZLH	4	4	3	4	2	3	4	4	5	5	5	4	4	4	4	3	3	4	69
54	SWI	5	5	4	4	4	5	4	5	4	5	5	5	3	4	4	4	5	5	80
55	SIF	4	4	3	3	3	4	3	4	5	5	5	4	4	3	4	3	4	3	68
56	RLM	3	2	3	2	3	3	4	3	4	4	4	4	4	4	3	3	5	3	61
57	SSY	3	4	4	5	3	4	5	5	5	5	5	5	5	4	3	4	5	5	79
58	ASR	5	4	4	4	3	3	3	5	5	5	5	4	4	5	5	4	2	3	73
59	CNS	3	2	5	2	4	4	4	4	4	5	4	3	3	3	4	4	4	5	67
60	INJ	3	4	2	1	2	3	2	2	3	4	5	3	4	3	4	3	4	3	55
61	PAA	3	3	4	4	3	5	4	4	5	5	5	5	4	4	4	4	4	4	74
62	ALK	2	3	3	4	3	4	4	4	5	5	5	5	3	3	4	3	2	3	65
63	NAA	3	4	3	3	3	3	4	5	5	3	4	5	4	3	3	3	5	4	67
64	MAM	2	4	4	2	3	4	3	4	4	5	5	5	4	2	4	4	4	4	67
65	DAA	3	3	3	3	3	3	3	4	3	3	3	3	4	4	4	4	4	4	61
66	DAP	5	5	5	5	4	4	3	4	4	5	4	4	4	4	3	4	4	5	76
67	ZAH	4	4	4	2	2	4	3	3	4	4	3	4	3	3	3	2	3	3	58
68	NIN	2	2	2	1	1	3	3	4	3	3	3	4	2	4	2	2	3	3	47
69	FIA	4	4	4	2	3	4	4	5	5	5	4	4	2	4	4	5	4	4	71
70	DAN	4	4	3	3	2	3	4	4	5	5	5	4	4	4	3	5	4	4	70
71	MLJ	3	3	4	4	3	3	3	3	4	3	3	5	4	5	4	4	4	1	63
72	NLF	4	4	4	3	2	4	4	4	4	4	4	4	4	4	4	3	5	4	69
73	FHK	4	4	4	3	2	5	4	5	5	5	5	4	4	4	5	3	4	5	75

Appendix VI:

Instrument of the Research

QUESTIONNAIRE

This questionnaire is designed for research purpose. The information collected will not be used for any other uses. There are no rights or wrong answers. We will appreciate your cooperation and help.

Name: _____

Class: _____

Phone Number: _____

PART I

In this part, the participant asked about the frequency of using underlining in reading a text. Please answer each question by crossing (x) the option that best describes you.

5= Always 4= Often 3= Sometimes 2= Seldom 1= Never

No.	Description	5	4	3	2	1
1	You are taking Basic Reading class. Have you ever heard or learned about underlining?					
2	How often do you learn or practice underlining especially in reading?					
3	How frequent do you practice underlining while you are reading books or texts in a week?					
4	In the classroom, how regularly your lecturer asked you to practice underlining while reading?					
5	How often do you suggest applying underlining when your friends are reading books or texts?					

PART II

This part required the participant to analyze the function of underlining based on the frequency of using the technique. Cross (x) each choice that fits you.

5= Strongly Agree

3= Neutral

1= Strongly Disagree

4= Agree

2= Disagree

No.	Description	5	4	3	2	1
6	Underlining is one of my favorite activities while reading texts or books					
7	The activity of underlining is more interesting than other					

	reading's strategies (e.g. scanning; skimming, and so on)					
8	While reading texts or books, I straightly underline below the sentence					
9	The used of underlining makes the reading texts or books easier					
10	Underlining facilitates me in finding the important keyword of the passage					
11	Underlining helps me in finding what I need (such us; identifying main idea or supporting detail)					
12	Applying underlining directs me to focus on the reading text or reading book					
13	Using underlining increase my comprehension of the text while reading					
14	The lecturer highly suggests to practice underlining in reading a book or textbook					
15	Underlining useful for highlighting the important message of the text without reread the passage					
16	In leisure time or outside of classroom, I usually practice underlining to enhance my skill in reading					
17	The use of underlining never directs me to understand the texts or books					
18	The used of underlining while reading is an activity mostly done because of boring					

TEST SHEET

Name: _____

Class: _____

Phone Number: _____

This test created to support the questionnaire question for the researcher to collect data from the participant. Please answer individually and fully concentrate!

Text 1 for questions number 1 and 2

Rabbits are small mammals in the family *Leporidae* of the order *Lagomorpha*, found in several parts of the world. There are eight different genera in the family classified as rabbits, including the European rabbit (*Oryctolagus cuniculus*), cottontail rabbits (genus *Sylvilagus*; 13 species), and the Amami rabbit (*Pentalagus furnessi*, an endangered species on Amami Oshima, Japan). There are many other species of rabbit, and these, along with pikas and hares, make up the order *Lagomorpha*. The male is called a *buck* and the female is a *doe*; a young

rabbit is a *kitten* or *kit*.

Rabbit habitats include meadows, woods, forests, grasslands, deserts and wetlands. Rabbits live in groups, and the best known species, the European rabbit, lives in underground burrows, or rabbits holes. A group of burrows is called warren.

More than half the world's rabbits population resides in North America. They are also native to southwestern Europe, Southeast Asia, Sumatra, some islands of Japan, and in parts of Africa and South America. They are not naturally found in most Eurasia, where a number of species of hares are present. Rabbits first entered South America relatively recently, as part of the Great American Interchange. Much of the continent has just one species of rabbit, the tapeti, while most of South America's southern cone is without rabbits.

1. What is the topic of the passage?
 - a. Describing rabbit in general
 - b. Explaining the behavior of rabbit.
 - c. Describing the rabbit as a toy pet.
 - d. Explaining about rabbit's population.
 - e. Describing how to take care of rabbit.
2. "More than half the world's rabbit population resides in North America."
The similar meaning of the underlined word is...
 - A. lives
 - B. finds
 - C. grows
 - D. shows
 - E. moves

Text 2 for questions number 3 and 4

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that made me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition.

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. Then, the announcement came out which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.

3. Why did the writer feel sad before the competition?
- A. She had no luxurious gown.
 - B. Her teacher really cares about her.
 - C. Her teacher was not fair to her.
 - D. Her friends did not support her.
 - E. She only had a very simple dress
4. From the text it can be concluded that
- A. Practice makes performance go well.
 - B. Being nervous helps perform well on the stage.
 - C. Wearing simple clothes can help win the competition.
 - D. It is necessary to wear beautiful costumes for the competition
 - E. Beautiful costumes and luxurious props are the requirements for the competition.

Text 3 for questions number 5 and 6

Ingredients

1 tb margarine, dairy free
1 tb Vegetables oil
1 c onion – chopped
8 oz Mushrooms – sliced
1 lg Garlic clove – minced
1/3 celery – thinly sliced
3 c Soybean milk
4 c Potatoes – cubed ½ inch
¼ ts Black pepper
1 ts Salt, or to taste
1 tb Parsley – chopped

Directions

- 1) Saute onion, garlic, celery, and green pepper in hot oil and margarine about 3 minutes. Add sliced mushrooms and sauté 3 more minutes.
- 2) Add soybean milk, black pepper, salt and potatoes. Bring mixture almost to a boil; reduce heat and simmer 25 minutes, stirring occasionally.
- 3) Make about 6 cups. Thin with extra soybean milk if soup is too thick.
- 4) Garnish with parsley and serve with the veal.

(<https://www.sudutbaca.com/bedah-soal-un-bahasa-inggris-sma-tahun-2018/>)

5. The text states that ...
- A. Extra soybean milk must be added if the soup is too thick
 - B. Six cups of soy bean milk must be added to the soup
 - C. Soybean milk is used merely for garnish
 - D. Extra cups must be provided for everybody

- E. The soup must be thick to make it easy
6. According to the text, what should we do before adding milk?
- A. Prepare six of cups
 - B. Garnish the soup with parsley
 - C. Reduce the heat and simmer 25 minutes
 - D. Saute the mixture for longer
 - E. Add onion, garlic, and green pepper in hot oil

Text 4 for questions number 7 and 8

- 1) Another detrimental effect of drinking lots of coffee is that the stress hormones cortisol, epinephrine and norepinephrine are released which increase your body's heart rate, blood pressure and tension levels. It often said that drinking coffee gives us energy, but, for many of us, this has turned into a jittery kind of tension which makes it impossible for us to switch off.
 - 2) In small, occasional amounts there seem to be some advantages to drinking coffee. A raft of studies have shown that it can improve alertness and long term, it may reduce the risk of developing Parkinson's disease, gallstones, kidney stones and liver cirrhosis for heavy drinkers.
 - 3) Around two thirds of the world's population drink coffee, with an estimated 500 million cups of coffee served worldwide every year. Around 180 million of us need a caffeine jolt to get us going in the morning. Most people enjoy their coffee and suffer no ill-effects trough drinking it. There are, however, many potential dangers to drinking our drug or choice, particularly in terms of addiction and at certain times of the day.
 - 4) Conversely, in the longer term it has been linked to an increased risk of high cholesterol, heart disease and osteoporosis. Another serious side effect of drinking coffee, particularly on an empty stomach, is that it stimulates hydrochrolic acid (HCI) production, this should only be produced to digest meals. So, if your body has to produce HCI more often in response to regular cups of coffee, it may struggle to produce enough to cope with a large meal.
7. Arrange the paragraph above into a suitable text....
- A. 3-4-2-1
 - B. 2-4-3-1
 - C. 3-2-4-1
 - D. 2-3-1-4
 - E. 2-3-4-1
8. The word it in second paragraph "it may reduce the risk..." refer to?
- A. Long term
 - B. Alertness
 - C. A raft of studies
 - D. Drinking coffee

Text 5 for questions number 9 and 10

Most of people spend eight or nine hours on the job. They do this because they have no choice. They need to make enough money for necessities: food, rent, clothing transportation, tuition, and so on. They spend about one-third of their lives at work, but they hate it. They complain and count the minutes until quitting time each day- or the days until their next vacation.

On the other hand, there are some people who spend many extra hours on the job each week and often take work home with them. They actually enjoy work- or they simply can't stop working. These are *workaholics*, addicted to working. They are as addicted to their jobs as other people are to drugs or alcohol.

Workaholism can be serious problem. Since true workaholic would rather work than do anything else, they probably don't know how to relax; that is, they may not know how to enjoy movies, sports, or other types of entertainment. Most of all, they have to sit and do nothing. This inability to rest may cause health problems, such as heart attacks. In addition, typical workaholics don't pay much attention to their families. They spend little time with their children, and their marriages may end in divorce. (*Adapted from Interactions II, A reading Skills Book, Elaine Kirn & Pamela Hartmann, Random House Inc. 1985, Page 64*)

9. What is the best title of the text above?
- A. Workaholism is An Illness
 - B. Addicted to Work
 - C. The Life is A Choice
 - D. The Danger of Working
10. What is the next paragraph of the text about?
- A. Conclusion of being a workaholic
 - B. Positive and negative side of workaholic
 - C. Explanation of related theory
 - D. Recent example of workaholic in some countries

Answer Key of Reading Comprehension Test

NO	ANSWER
1	A
2	A
3	C
4	A
5	A
6	D
7	C
8	D
9	B
10	A

Appendix VII:

Students' Response of Questionnaire and Test

QUESTIONNAIRE

This questionnaire is designed for research purpose. The information collected will not be used for any other uses. There are no rights or wrong answers. We will appreciate your cooperation and help.

Name: Wildatul wahidah
Class: Basic Reading Unit: 03
Phone Number: 0828 3945 0415

PART I

In this part, the participant asked about the frequency of using underlining in reading a text. Please answer each question by crossing (x) the option that best describes you.

5= Always 4= Often 3= Sometimes 2= Seldom 1= Never

No.	Description	5	4	3	2	1
1	You are taking Basic Reading class. Have you ever heard or learned about underlining?				✓	
2	How often do you learn or practice underlining especially in reading?	✓				
3	How frequent do you practice underlining while you are reading books or texts in a week?		✓			
4	In the classroom, how regularly your lecturer asked you to practice underlining while reading?			✓		
5	How often do you suggest applying underlining when your friends are reading books or texts?					✓

15

PART II

This part required the participant to analyze the function of underlining based on the frequency of using the technique. Cross (x) each choice that fits you.

5= Strongly Agree 3= Neutral 1= Strongly Disagree
4= Agree 2= Disagree

No.	Description	5	4	3	2	1
6	Underlining is one of my favorite activities while reading texts or books		✓			
7	The activity of underlining is more interesting than other reading's strategies (e.g. scanning; skimming, and so on)			✓		
8	While reading texts or books, I straightly underline below the sentence			✓		
9	The used of underlining makes the reading texts or books easier		✓			
10	Underlining facilitates me in finding the important keyword of the passage		✓			
11	Underlining helps me in finding what I need (such as; identifying main idea or supporting detail)		✓			
12	Applying underlining directs me to focus on the reading text or reading book		✓			
13	Using underlining increase my comprehension of the text while reading			✓		
14	The lecturer highly suggests to practice underlining in reading a book or textbook				✓	
15	Underlining useful for highlighting the important message of the text without reread the passage			✓		
16	In leisure time or outside of classroom, I usually practice underlining to enhance my skill in reading			✓		
17	The use of underlining never directs me to understand the texts or books				✓	
18	The used of underlining while reading is an activity mostly done because of boring				✓	

59

TEST SHEET

Name: Wildatul wahidah
Class: Basic Reading Unit 03
Phone Number: 0828 3945 0415

This test created to support the questionnaire question for the researcher to collect data from the participant. Please answer individually and fully concentrate!

Text 1 for questions number 1 and 2

Rabbits are small mammals in the family *Leporidae* of the order *Lagomorpha*, found in several parts of the world. There are eight different genera in the family classified as rabbits, including the European rabbit (*Oryctolagus cuniculus*), cottontail rabbits (genus *Sylvilagus*; 13 species), and the Amami rabbit (*Pentalagus furnessi*), an endangered species on Amami Oshima, Japan). There are many other species of rabbit, and these, along with pikes and hares, make up the order *Lagomorpha*. The male is called a *buck* and the female is a *doe*; a young rabbit is a *kitten* or *kit*.

Rabbit habitats include meadows, woods, forests, grasslands, deserts and wetlands. Rabbits live in groups, and the best known species, the European rabbit, lives in underground burrows, or rabbits holes. A group of burrows is called warren.

More than half the world's rabbits population resides in North America. They are also native to southwestern Europe, Southeast Asia, Sumatra, some islands of Japan, and in parts of Africa and South America. They are not naturally found in most Eurasia, where a number of species of hares are present. Rabbits first entered South America relatively recently, as part of the Great American Interchange. Much of the continent has just one species of rabbit, the tapeti, while

most of South America's southern cone is without rabbits.

1. What is the topic of the passage?

- a. Describing rabbit in general
- b. Explaining the behavior of rabbit.
- c. Describing the rabbit as a toy pet.
- d. Explaining about rabbit's population.
- e. Describing how to take care of rabbit.

2. "More than half the world's rabbit population resides in North America."

The similar meaning of the underlined word is...

- A. lives
- B. finds
- C. grows
- D. shows
- E. moves

Text 2 for questions number 3 and 4

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that made me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition.

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. Then, the announcement came out which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the

Judges congratulated me and gave a plaque, trophy, and money. I was very happy.

3. Why did the writer feel sad before the competition?
 - A. She had no luxurious gown.
 - B. Her teacher really cares about her.
 - ☒ C. Her teacher was not fair to her.
 - D. Her friends did not support her.
 - E. She only had a very simple dress.
4. From the text it can be concluded that
 - ☒ A. Practice makes performance go well.
 - B. Being nervous helps perform well on the stage.
 - C. Wearing simple clothes can help win the competition.
 - D. It is necessary to wear beautiful costumes for the competition.
 - E. Beautiful costumes and luxurious props are the requirements for the competition.

Text 3 for questions number 5 and 6

Ingredients

- 1 lb margarine, dairy free
- 1 lb Vegetables oil
- 1 c onion - chopped
- 8 oz Mushrooms - sliced
- 1 lg Garlic clove - minced
- 1/3 celery - thinly sliced
- 3 c Soybean milk
- 4 c Potatoes - cubed 1/2 inch
- 1/4 ts Black pepper
- 1 ts Salt, or to taste
- 1 lb Parsley - chopped

Directions

- 1) Saute onion, garlic, celery, and green pepper in hot oil and margarine about 3 minutes. Add sliced mushrooms and sauté 3 more minutes.
- 2) Add soybean milk, black pepper, salt and potatoes. Bring mixture almost to a boil; reduce heat and simmer 25 minutes, stirring occasionally.
- 3) Make about 6 cups. Thin with extra soybean milk if soup is too thick.
- 4) Garnish with parsley and serve with the veal.
5. The text states that ...
 - ☒ A. Extra soybean milk must be added if the soup is too thick
 - B. Six cups of soy bean milk must be added to the soup
 - C. Soybean milk is used merely for garnish
 - D. Extra cups must be provided for everybody
 - E. The soup must be thick to make it easy
6. According to the text, what should we do before adding milk?
 - A. Prepare six of cups
 - B. Garnish the soup with parsley
 - C. Reduce the heat and simmer 25 minutes
 - D. Saute the mixture for longer
 - ☒ E. Add onion, garlic, and green pepper in hot oil

Text 4 for questions number 7 and 8

- 1) Another detrimental effect of drinking lots of coffee is that the stress hormones cortisol, epinephrine and norepinephrine are released which increase your body's heart rate, blood pressure and tension levels. It often said that drinking coffee gives us energy, but, for many of us, this has turned into a jittery kind of tension which makes it impossible for us to switch off.
- 2) In small, occasional amounts there seem to be some advantages to drinking coffee. A raft of studies have shown that it can improve alertness and long term, it may reduce the risk of developing Parkinson's disease, gallstones, kidney stones and liver cirrhosis for heavy drinkers.

- 3) Around two thirds of the world's population drink coffee, with an estimated 500 million cups of coffee served worldwide every year. Around 180 million of us need a caffeine jolt to get us going in the morning. Most people enjoy their coffee and suffer no ill-effects through drinking it. There are, however, many potential dangers to drinking our drug or choice, particularly in terms of addiction and at certain times of the day.
- 4) Conversely, in the longer term it has been linked to an increased risk of high cholesterol, heart disease and osteoporosis. Another serious side effect of drinking coffee, particularly on an empty stomach, is that it stimulates hydrochloric acid (HCl) production, this should only be produced to digest meals. So, if your body has to produce HCl more often in response to regular cups of coffee, it may struggle to produce enough to cope with a large meal.

7. Arrange the paragraph above into a suitable text....
 - A. 3-4-2-1
 - B. 2-4-3-1
 - ☒ C. 3-2-4-1
 - D. 2-3-1-4
 - E. 2-3-4-1
8. The word it in second paragraph "it may reduce the risk..." refer to?
 - A. Long term
 - B. Alertness
 - C. A raft of studies
 - ☒ D. Drinking coffee

Text 5 for questions number 9 and 10

Most of people spend eight or nine hours on the job. They do this because they have no choice. They need to make enough money for necessities: food, rent, clothing transportation, tuition, and so on. They spend about one-third of their lives at work, but they hate it. They complain and count the minutes until quitting time each day- or the days until their next vacation.

On the other hand, there are some people who spend many extra hours on

the job each week and often take work home with them. They actually enjoy work- or they simply can't stop working. These are *workaholics*, addicted to working. They are as addicted to their jobs as other people are to drugs or alcohol.

Workaholism can be serious problem. Since true workaholic would rather work than do anything else, they probably don't know how to relax; that is, they may not know how to enjoy movies, sports, or other types of entertainment. Most of all, they have to sit and do nothing. This inability to rest may cause health problems, such as heart attacks. In addition, typical workaholics don't pay much attention to their families. They spend little time with their children, and their marriages may end in divorce. (Adapted from *Interactions II, A Reading Skills Book*, Elaine Kim & Pamela Hartmann, Random House Inc. 1985, Page 64)

9. What is the best title of the text above?
 - ☒ A. Workaholism is An Illness
 - B. Addicted to Work
 - C. The Life is A Choice
 - D. The Danger of Working
10. What is the next paragraph of the text about?
 - ☒ A. Conclusion of being a workaholic
 - B. Positive and negative side of workaholic
 - C. Explanation of related theory
 - D. Recent example of workaholic in some countries

$$\begin{array}{r} B = 70 \\ \hline S = 3 \end{array}$$

QUESTIONNAIRE

This questionnaire is designed for research purpose. The information collected will not be used for any other uses. There are no rights or wrong answers. We will appreciate your cooperation and help.

Name: Javharsyah
 Class: Six (Basic Reading)
 Phone Number: 0822 2636 1324

PART I

In this part, the participant asked about the frequency of using underlining in reading a text. Please answer each question by crossing (x) the option that best describes you.

5= Always 4= Often 3= Sometimes 2= Seldom 1= Never

No.	Description	5	4	3	2	1
1	You are taking Basic Reading class. Have you ever heard or learned about underlining?			X		3
2	How often do you learn or practice underlining especially in reading?		X			4
3	How frequent do you practice underlining while you are reading books or texts in a week?		X			4
4	In the classroom, how regularly your lecturer asked you to practice underlining while reading?			X		3
5	How often do you suggest applying underlining when your friends are reading books or texts?				X	2

16

PART II

This part required the participant to analyze the function of underlining based on the frequency of using the technique. Cross (x) each choice that fits you.

5= Strongly Agree 3= Neutral 1= Strongly Disagree
 4= Agree 2= Disagree

No.	Description	5	4	3	2	1
6	Underlining is one of my favorite activities while reading texts or books		X			4
7	The activity of underlining is more interesting than other reading's strategies (e.g. scanning; skimming, and so on)				X	2
8	While reading texts or books, I straightly underline below the sentence		X			4
9	The used of underlining makes the reading texts or books easier	X				5
10	Underlining facilitates me in finding the important keyword of the passage	X				5
11	Underlining helps me in finding what I need (such as: identifying main idea or supporting detail)	X				5
12	Applying underlining directs me to focus on the reading text or reading book	X				5
13	Using underlining increase my comprehension of the text while reading		X			4
14	The lecturer highly suggests to practice underlining in reading a book or textbook			X		3
15	Underlining useful for highlighting the important message of the text without reread the passage				X	2
16	In leisure time or outside of classroom, I usually practice underlining to enhance my skill in reading		X			4
17	The use of underlining never directs me to understand the texts or books					X
18	The used of underlining while reading is an activity mostly done because of boring					X

53

69

TEST SHEET

Name: Javharsyah
 Class: Six (Basic Reading)
 Phone Number: 0822 2636 1324

This test created to support the questionnaire question for the researcher to collect data from the participant. Please answer individually and fully concentrate!

Text 1 for questions number 1 and 2

Rabbits are small mammals in the family *Leporidae* of the order *Lagomorpha*, found in several parts of the world. There are eight different genera in the family classified as rabbits, including the European rabbit (*Oryctolagus cuniculus*), cottontail rabbits (genus *Sylvilagus*; 13 species), and the Amami rabbit (*Pentalagus furnessi*, an endangered species on Amami Oshima, Japan). There are many other species of rabbit, and these, along with pikas and hares, make up the order *Lagomorpha*. The male is called a *buck* and the female is a *doe*; a young rabbit is a *kitten* or *kit*.

Rabbit habitats include meadows, woods, forests, grasslands, deserts and wetlands. Rabbits live in groups, and the best known species, the European rabbit, lives in underground burrows, or rabbits holes. A group of burrows is called *warren*.

More than half the world's rabbits population resides in North America. They are also native to southwestern Europe, Southeast Asia, Sumatra, some islands of Japan, and in parts of Africa and South America. They are not naturally found in most Eurasia, where a number of species of hares are present. Rabbits first entered South America relatively recently, as part of the Great American Interchange. Much of the continent has just one species of rabbit, the tapeti, while

most of South America's southern cone is without rabbits.

1. What is the topic of the passage?

- ☒ Describing rabbit in general
- ☐ Explaining the behavior of rabbit.
- ☐ Describing the rabbit as a toy pet.
- ☐ Explaining about rabbit's population.
- ☐ Describing how to take care of rabbit.

2. "More than half the world's rabbit population resides in North America."

The similar meaning of the underlined word is...

- ☒ lives
- ☐ finds
- ☐ grows
- ☐ shows
- ☐ moves

Text 2 for questions number 3 and 4

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that made me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition.

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. Then, the announcement came out which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the

judges congratulated me and gave a plaque, trophy, and money. I was very happy.

3. Why did the writer feel sad before the competition?

- A. She had no luxurious gown.
- B. Her teacher really cares about her.
- ☒ C. Her teacher was not fair to her.
- D. Her friends did not support her. ✗
- E. She only had a very simple dress. ✗

4. From the text it can be concluded that

- ☒ A. Practice makes performance go well.
- B. Being nervous helps perform well on the stage. ✗
- C. Wearing simple clothes can help win the competition. ✗
- D. It is necessary to wear beautiful costumes for the competition. ✗
- E. Beautiful costumes and luxurious props are the requirements for the competition. ✗

Text 3 for questions number 5 and 6

Ingredients

- 1 lb margarine, dairy free
- 1 lb Vegetables oil
- 1 c onion - chopped
- 8 oz Mushrooms - sliced
- 1 lg Garlic clove - minced
- 1/3 celery - thinly sliced
- 3 c Soybean milk
- 4 c Potatoes - cubed 1/2 inch
- 1/4 ts Black pepper
- 1 ts Salt, or to taste
- 1 lb Parsley - chopped

Directions

- 1) Sauté onion, garlic, celery, and green pepper in hot oil and margarine about 3 minutes. Add sliced mushrooms and sauté 3 more minutes.
- 2) Add soybean milk, black pepper, salt and potatoes. Bring mixture almost to a boil; reduce heat and simmer 25 minutes, stirring occasionally.
- 3) Make about 6 cups. Thin with extra soybean milk if soup is too thick.
- 4) Garnish with parsley and serve with the veal.

5. The text states that ...

- ☒ A. Extra soybean milk must be added if the soup is too thick. ✓
- B. Six cups of soybean milk must be added to the soup. ✗
- C. Soybean milk is used merely for garnish. ✗
- D. Extra cups must be provided for everybody. ✗
- E. The soup must be thick to make it easy. ✗

6. According to the text, what should we do before adding milk?

- A. Prepare six of cups. ✗
- B. Garnish the soup with parsley. ✗
- C. Reduce the heat and simmer 25 minutes. ✗
- D. Sauté the mixture for longer. ✗
- ☒ E. Add onion, garlic, and green pepper in hot oil. ✓

Text 4 for questions number 7 and 8

- 1) Another detrimental effect of drinking lots of coffee is that the stress hormones cortisol, epinephrine and norepinephrine are released which increase your body's heart rate, blood pressure and tension levels. It often said that drinking coffee gives us energy, but, for many of us, this has turned into a jittery kind of tension which makes it impossible for us to switch off.
- 2) In small, occasional amounts there seem to be some advantages to drinking coffee. A raft of studies have shown that it can improve alertness and long term, it may reduce the risk of developing Parkinson's disease, gallstones, kidney stones and liver cirrhosis for heavy drinkers.

3) Around two thirds of the world's population drink coffee, with an estimated 500 million cups of coffee served worldwide every year. Around 180 million of us need a caffeine jolt to get us going in the morning. Most people enjoy their coffee and suffer no ill-effects through drinking it. There are, however, many potential dangers to drinking our drug of choice, particularly in terms of addiction and at certain times of the day.

4) Conversely, in the longer term it has been linked to an increased risk of high cholesterol, heart disease and osteoporosis. Another serious side effect of drinking coffee, particularly on an empty stomach, is that it stimulates hydrochloric acid (HCl) production, this should only be produced to digest meals. So, if your body has to produce HCl more often in response to regular cups of coffee, it may struggle to produce enough to cope with a large meal.

7. Arrange the paragraph above into a suitable text....

- ☒ A. 3-4-2-1 ✓
- B. 2-4-3-1
- C. 3-2-4-1 ✓
- D. 2-3-1-4
- E. 2-3-4-1

8. The word it in second paragraph "it may reduce the risk..." refer to?

- A. Long term
- B. Alertness
- C. A raft of studies
- ☒ D. Drinking coffee ✓

Text 5 for questions number 9 and 10

Most of people spend eight or nine hours on the job. They do this because they have no choice. They need to make enough money for necessities: food, rent, clothing transportation, tuition, and so on. They spend about one-third of their lives at work, but they hate it. They complain and count the minutes until quitting time each day- or the days until their next vacation.

On the other hand, there are some people who spend many extra hours on

the job each week and often take work home with them. They actually enjoy work- or they simply can't stop working. These are *workaholics*, addicted to working. They are as addicted to their jobs as other people are to drugs or alcohol.

Workaholism can be serious problem. Since true workaholic would rather work than do anything else, they probably don't know how to relax; that is, they may not know how to enjoy movies, sports, or other types of entertainment. Most of all, they have to sit and do nothing. This inability to rest may cause health problems, such as heart attacks. In addition, typical workaholics don't pay much attention to their families. They spend little time with their children, and their marriages may end in divorce. (Adapted from *Interactions II, A reading Skills Book*, Elaine Kinn & Pamela Hartmann, Random House Inc. 1985, Page 64)

9. What is the best title of the text above?

- ☒ A. Workaholism is An Illness ✓
- B. Addicted to Work
- C. The Life is A Choice
- D. The Danger of Working

10. What is the next paragraph of the text about?

- ☒ A. Conclusion of being a workaholic ✓
- B. Positive and negative side of workaholic
- C. Explanation of related theory
- D. Recent example of workaholic in some countries

$$\begin{array}{r} B = 60 \\ \hline S = 4 \end{array}$$

QUESTIONNAIRE

This questionnaire is designed for research purpose. The information collected will not be used for any other uses. There are no rights or wrong answers. We will appreciate your cooperation and help.

Name: Sabila Wetania
Class: Unit 5 (Basic Reading)
Phone Number: 081354002514

PART I

In this part, the participant asked about the frequency of using underlining in reading a text. Please answer each question by crossing (x) the option that best describes you.

5= Always 4= Often 3= Sometimes 2= Seldom 1= Never

No.	Description	5	4	3	2	1
1	You are taking Basic Reading class. Have you ever heard or learned about underlining?	✓				
2	How often do you learn or practice underlining especially in reading?		✓			
3	How frequent do you practice underlining while you are reading books or texts in a week?	✓				
4	In the classroom, how regularly your lecturer asked you to practice underlining while reading?	✓				
5	How often do you suggest applying underlining when your friends are reading books or texts?	✓				

21

PART II

This part required the participant to analyze the function of underlining based on the frequency of using the technique. Cross (x) each choice that fits you.

5= Strongly Agree 3= Neutral 1= Strongly Disagree
4= Agree 2= Disagree

No.	Description	5	4	3	2	1
6	Underlining is one of my favorite activities while reading texts or books		✓			
7	The activity of underlining is more interesting than other reading's strategies (e.g. scanning; skimming, and so on)	✓				
8	While reading texts or books, I straightly underline below the sentence		✓			
9	The used of underlining makes the reading texts or books easier	✓				
10	Underlining facilitates me in finding the important keyword of the passage	✓				
11	Underlining helps me in finding what I need (such as; identifying main idea or supporting detail)	✓				
12	Applying underlining directs me to focus on the reading text or reading book	✓				
13	Using underlining increase my comprehension of the text while reading		✓			
14	The lecturer highly suggests to practice underlining in reading a book or textbook		✓			
15	Underlining useful for highlighting the important message of the text without reread the passage	✓				
16	In leisure time or outside of classroom, I usually practice underlining to enhance my skill in reading			✓		
17	The use of underlining never directs me to understand the texts or books		✓			
18	The used of underlining while reading is an activity mostly done because of boring			✓		

54

78

TEST SHEET

Name: Sabila Wetania
Class: Basic Reading Unit 5
Phone Number: 081354002514

This test created to support the questionnaire question for the researcher to collect data from the participant. Please answer individually and fully concentrate!

Text 1 for questions number 1 and 2

Rabbits are small mammals in the family *Leporidae* of the order *Lagomorpha*, found in several parts of the world. There are eight different genera in the family classified as rabbits, including the European rabbit (*Oryctolagus cuniculus*), cottontail rabbits (genus *Sylvilagus*; 13 species), and the Amami rabbit (*Pentalagus furnessi*, an endangered species on Amami Oshima, Japan). There are many other species of rabbit, and these, along with pikas and hares, make up the order *Lagomorpha*. The male is called a *buck* and the female is a *doe*; a young rabbit is a *kitten* or *kit*.

Rabbit habitats include meadows, woods, forests, grasslands, deserts and wetlands. Rabbits live in groups, and the best known species, the European rabbit, lives in underground burrows, or rabbits holes. A group of burrows is called warren.

More than half the world's rabbits population resides in North America. They are also native to southwestern Europe, Southeast Asia, Sumatra, some islands of Japan, and in parts of Africa and South America. They are not naturally found in most Eurasia, where a number of species of hares are present. Rabbits first entered South America relatively recently, as part of the Great American Interchange. Much of the continent has just one species of rabbit, the tapeti, while

most of South America's southern cone is without rabbits.

1. What is the topic of the passage?

✓ a. Describing rabbit in general
b. Explaining the behavior of rabbit.
c. Describing the rabbit as a toy pet.
d. Explaining about rabbit's population.
e. Describing how to take care of rabbit.

2. "More than half the world's rabbit population resides in North America."

The similar meaning of the underlined word is...

✓ A. lives
B. finds
C. grows
D. shows
E. moves

Text 2 for questions number 3 and 4

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that made me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition.

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. Then, the announcement came out which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the

Judges congratulated me and gave a plaque, trophy, and money. I was very happy.

3. Why did the writer feel sad before the competition?

- A. She had no luxurious gown.
- B. Her teacher really cares about her.
- ☒ C. Her teacher was not fair to her.
- D. Her friends did not support her.
- E. She only had a very simple dress.

4. From the text it can be concluded that ...

- ☒ A. Practice makes performance go well.
- B. Being nervous helps perform well on the stage.
- C. Wearing simple clothes can help win the competition.
- D. It is necessary to wear beautiful costumes for the competition.
- E. Beautiful costumes and luxurious props are the requirements for the competition.

Text 3 for questions number 5 and 6

Ingredients

- 1 lb margarine, dairy free
- 1 lb Vegetables oil
- 1 c onion - chopped
- 8 oz Mushrooms - sliced
- 1 lg Garlic clove - minced
- 1/3 celery - thinly sliced
- 3 c Soybean milk
- 4 c Potatoes - cubed 1/2 inch
- 1/2 ts Black pepper
- 1 ts Salt, or to taste
- 1 lb Parsley - chopped

Directions

- 1) Sauté onion, garlic, celery, and green pepper in hot oil and margarine about 3 minutes. Add sliced mushrooms and sauté 3 more minutes.
- 2) Add soybean milk, black pepper, salt and potatoes. Bring mixture almost to a boil; reduce heat and simmer 25 minutes, stirring occasionally.
- 3) Make about 6 cups. Thin with extra soybean milk if soup is too thick.
- 4) Garnish with parsley and serve with the veal.

5. The text states that ...

- ☒ A. Extra soybean milk must be added if the soup is too thick
- B. Six cups of soy bean milk must be added to the soup
- C. Soybean milk is used merely for garnish
- D. Extra cups must be provided for everybody
- E. The soup must be thick to make it easy

6. According to the text, what should we do before adding milk?

- A. Prepare six of cups
- B. Garnish the soup with parsley
- C. Reduce the heat and simmer 25 minutes
- ☒ D. Sauté the mixture for longer
- E. Add onion, garlic, and green pepper in hot oil

Text 4 for questions number 7 and 8

- 1) Another detrimental effect of drinking lots of coffee is that the stress hormones cortisol, epinephrine and norepinephrine are released which increase your body's heart rate, blood pressure and tension levels. It often said that drinking coffee gives us energy, but, for many of us, this has turned into a jittery kind of tension which makes it impossible for us to switch off.
- 2) In small, occasional amounts there seem to be some advantages to drinking coffee. A raft of studies have shown that it can improve alertness and long term, it may reduce the risk of developing Parkinson's disease, gallstones, kidney stones and liver cirrhosis for heavy drinkers.

million of us need a caffeine jolt to get us going in the morning. Most people enjoy their coffee and suffer no ill-effects trough drinking it. There are, however, many potential dangers to drinking our drug of choice, particularly in terms of addiction and at certain times of the day.

- 4) Conversely, in the longer term it has been linked to an increased risk of high cholesterol, heart disease and osteoporosis. Another serious side effect of drinking coffee, particularly on an empty stomach, is that it stimulates hydrochloric acid (HCl) production, this should only be produced to digest meals. So, if your body has to produce HCl more often in response to regular cups of coffee, it may struggle to produce enough to cope with a large meal.

7. Arrange the paragraph above into a suitable text....

- A. 3-4-2-1
- B. 2-4-3-1
- ☒ C. 3-2-4-1
- D. 2-3-1-4
- E. 2-3-4-1

8. The word it in second paragraph "it may reduce the risk..." refer to?

- A. Long term
- B. Alertness
- C. A raft of studies
- ☒ D. Drinking coffee

Text 5 for questions number 9 and 10

Most of people spend eight or nine hours on the job. The do this because they have no choice. They need to make enough money for necessities: food, rent, clothing transportation, tuition, and so on. They spend about one-third of their lives at work, but they hate it. They complain and count the minutes until quitting time each day- or the days until their next vacation.

On the other hand, there are some people who spend many extra hours on

working. They are as addicted to their jobs as other people are to drugs or alcohol.

Workaholism can be serious problem. Since true workaholic would rather work than do anything else, they probably don't know how to relax; that is, they may not know how to enjoy movies, sports, or other types of entertainment. Most of all, they have to sit and do nothing. This inability to rest may cause health problems, such as heart attacks. In addition, typical workaholics don't pay much attention to their families. They spend little time with their children, and their marriages may end in divorce. (Adapted from *Interactions II, A reading Skills Book*, Elaine Kira & Pamela Harrmann, Random House Inc. 1983, Page 64)

9. What is the best title of the text above?

- A. Workaholism is An illness
- ☒ B. Addicted to Work
- C. The Life is A Choice
- D. The Danger of Working

10. What is the next paragraph of the text about?

- A. Conclusion of being a workaholic
- B. Positive and negative side of workaholic
- C. Explanation of related theory
- ☒ D. Recent example of workaholic in some countries

$$\begin{array}{r} B = 90 \\ \hline S = 0 \end{array}$$

AUTOBIOGRAPHY

Personal Identity

Name : Ghea Azzahra
Place / Date of Birth : Lhokseumawe / Desember 26th, 1996
Sex : Female
Religion : Islam
Nationality / Ethnic : Indonesia / Acehnese
Marital Status : Single
Occupation : Student
Address : Gampong Reuloh, Lambaro, Aceh Besar
E-mail : gheaazzahraa@gmail.com

Parents

a. Father's Name : Afrial Yusuf
b. Occupation : Retired
c. Mother : Evie Novita
d. Occupation : -
e. Address : Kruenggeukuh, Dewantara, Aceh Utara

Education Background

a. Kindergarten : TK Al- Alaq (2001- 2002)
b. Elementary School : SD Al- Alaq (2002-2008)
c. Junior High School : MTSs Ulumuddin (2008-2011)
d. Senior High School : MAS Ulumuddin (2011-2014)
e. University : UIN Ar-Raniry (2014-2019)

Banda Aceh, January 14th, 2019

Ghea Azzahra