THE CORRELATION BETWEEN STUDENTS' READING INTEREST AND

THEIR ACHIEVEMENT IN READING COMPREHENSION

Thesis

Submitted by

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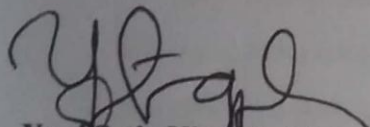
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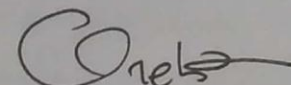Darussalam - Banda Aceh

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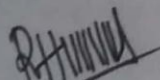Yuni Setia Ningsih, M.Ag   Rivana Amelia, S.Pd

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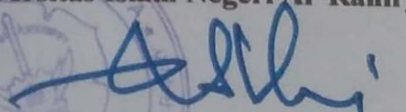
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

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The purpose of this study was to know whether or not there is a correlation between students' reading interest and their achievement in reading comprehension at Department of English Language Education UIN Ar-Raniry. This research used quantitative approach. The population of this research was the students of English Department UIN Ar-Raniry in the academic year of 2016/2017 and selected purposively. The members of sample in this research were 50 students. The data of this research were collected by using two kinds of instruments. The first is Questionnnaire, and the second is Document Analysis. The questionnaire was aimed at finding out the students' reading interest, both individual and situational interest. The Document Analysis aimed to get the data of students' academic achievement. Based on the result of data analysis By Pearson Product Moment formula, the researcher found that $r = 0.49$. It indicates that the correlation in this study is in the moderate correlation. Therefore, the alternative hypotheses of this research stating that there is moderate correlation between students' reading interest and their achievement in reading comprehension at English education department of UIN Ar-Raniry was accepted.

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CHAPTER I

INTRODUCTION

A.   Background of Study

Language is a tool for people to communicate each other (Haris & sinpay, 1980). The language can be expressed in spoken and written form. One of them is English language. And to master English, people should learn and practice four English skills namely listening, speaking, reading and writing. Reading is one of the skills which is closely related to other skills and affects the success in educational process. Reading makes people aware of what has happened, what happened or what will happen in the future. The aim of reading is to get meaningful information that can be used later for various purposes such as getting general idea, obtaining specific information of reading material or understanding in depth the reading material (Mikulecky & Jeffries, 1996).

Noah (1991) defined that reading is an activity to look at and to understand the meaning of the written of printed word or symbols. It means that reading is an ability to achieve meaning from a written material or it is related to the interaction between readers and texts. Heidi (1998) stated that reading is an interaction between reader and text which is the interaction process will be resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. By means, the readers have to use their knowledge, skills, and strategies to determine what that meaning is.

Nowadays, many students seem to read for school or classroom situation only. Based on the writer's and peers' experience, students of Department of English Language Education, Ar - Raniry State Islamic University, most students read if the understanding of

that reading is clearly supported or directed by the teacher. Yet, the process of learning to read can become pleasurable or easy for some students or displeasing and complicated for others. Some students will employ reading as a learning opportunity while others will avoid it because they find it complex and they struggle at it. This could be the reason why students nowadays are said to be lacking the interest in reading (Ley, Schaer & Dismukes, 1994). This is also supported by Safiah (1990) who mentioned that students nowadays lack the interest in reading.

In classroom, students might find the interest of the study from their own personalities. It goes with saying higher interest the students had, greater significant improvement they got on achievement in study. Reading interest has a strong positive relationship with the success both in school and life (Taylor, 1990). When students read they will get more knowledge and this will help them to have wider and broader perspectives on certain issues. This also is supported by Wallace (2007) high achieving students are generally good readers, and poor achievers are generally poor readers, any approach towards improving school achievement must focus in a substantial part on increased reading comprehension.

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Interest has a powerful impact on both the cognitive and affective aspects of reading: it affects both how students think and how students feel about what they read (Renniger & Bachrach, 2015). When students are interested to read that mean students start to open their mind to receive knowledge. This also affects the way of their thinking.

Gultom, Khairul and Fatimah (2013) in their research with the title *The Correlation Between Reading Interest and Reading Comprehension Ability of The Third Year Students at The English Department of Bunghatta University* find out there is significant correlation between students reading interest' and reading comprehension at the third year students of English Department of Bunghatta University. The number of population number 128 and the

member of samples in this research were 30 students. The data were collected by using two kinds of instrument. The first is questionnaire and the second is reading test.

The differences between this research and those researches were the location, sample, subject, research instrument, research population, year of the research and number of students. That research took place at English Department, the Faculty of Teacher Training and Education, Bunghatta University. The researcher will do the research in UIN Ar-Raniry Banda Aceh. The sample of this research is the English Education Department Students which selected 50 students who took reading comprehension subject. This research consists of two research instrument and focused on correlation students' interest and their achievement. This research would gather the data by using the questioners that consist of 20 points. The questioner is developed by Dr. Allan Wigfield and Dr. John Guthrie at the University of Maryland. The subject of this research is reading comprehension.

Based on the explanation above, lack of reading interest also may happen to the students of English Education department of UIN Ar-Raniry. Therefore, it is important to investigate the relationship between students reading interest and their achievement in reading comprehension. It can be considered that interest has important role in building students reading interest. It can affect students' performance and achievement in learning. It also gives contribution the students' success or failure in learning. According to Wallace (2007) high achieving students are generally good readers, and poor achievers are generally poor readers. The researcher tries to find out is there any relationship between students reading interest and their achievement or no relationship. Those who have higher interest would have higher achievement. Their achievement can be seen in their final score of Reading Comprehension subject.

B.   Research Question

The research question of this research:

Is there any correlation between students' reading interest and their achievement in reading comprehension?

C.   The Aim of Study

The aim of study of this research is:

To find out whether there is any correlation between students' reading interest and their achievement in reading comprehension.

D.   Hypotheses

The hypotheses in this research are:

H_o : There is no correlation between students reading Interest and their achievement in reading comprehension.

H_a : There is correlation between students reading Interest and their achievement in reading comprehension.

E.   Significance of Study

1.   For students

It is useful for the students' of English department of UIN AR-Raniry especially those who want to know the relationship between students' reading interest and their achievement in reading comprehension. Moreover, it is also expected to improve their reading interest and their achievement.

2.   For a lecturers

It is expected that useful for the lecturers at UIN AR-Raniry Banda Aceh because by knowing the information about the relationship between students' reading interest and their achievement. The lecturer will make their students more interest in studying.

3.   For further researchers

The researcher hopes this study can show specific achievement between students reading interest and their academic achievement in reading comprehension. The result of this study can be used as a reference for other researchers who are interested in conducting similar study.

F.   Terminology

There are three words that the researcher investigated in the terminologies:

1.   Interest

In Oxford dictionary (2015), interest is desire to learn or to know or to learn about something that attracts attention or curiosity or activity or subject which you enjoy doing or learning about. Interest is defined as an inner drive that activates performance and gives it direction (Richard, 2012). In this research, interest is the things that make students enthusiasm in reading comprehension.

2.   Correlation

In Oxford Dictionary (2015), correlation is two things be closely related or connected; show such a relation between two things. According to Silasahi (2012) correlation is one of the analytical techniques in the statistics used to find the relationship between two variables that are quantitative. In this research, correlation means the relationship of two variables that can occur because of a causal relationship.

3.   Achievement

In Oxford Dictionary (2015), achievement is gains or reaches something by effort or gets something done. According to Sadler (2009) Achievement is something accomplished successfully, especially by mean of extortion, skill, exercise, practice and perseverant. In achievement, the teachers or the students can see how far their learning process that they

achieve. The achievement also can be understood in final score. In this research, achievement means the score of students in reading comprehension class.

4.   Reading comprehension

In Oxford Dictionary (2015), reading is act of reading something like books, articles that are intended to be read. Comprehension is an ability to understand something or exercise trains students to understand. According to Pasaribu (2008) reading is an important activity in life with which one can update his or her knowledge. Comprehension is a dynamic process in which information from the text and knowledge possessed by the reader interacts to enable the reader to construct meaning before, during, and after reading. In this research, reading comprehension is a subject of PBI students, through this subject the researcher took their final score (achievement) to see the correlation between students reading interest and their achievement.

C HAPTER II

LITERATURE REVIEW

A. A Brief Discussion on Reading Comprehension

1. Definition of Reading

Reading is as the meaningful interpretation of printed or written verbal symbols (Haris & Sinpay, 1980). It means that reading is a result of the interaction between the graphic symbols that represent language and the readers' skill, cognitive skills and the knowledge of the world. In this process, the reader tries to recreate the meaning intended by the writer.

Reading is one of the most important skills in studying English. Through reading, the reader can obtain information and knowledge. Zintz (1982) said that people read because they wanted to get something from the writing: facts, ideas, enjoyment, even feelings of family community (from a letter: whatever it was, they wanted to get the message that the writer expressed. In School Based Curriculum (KTSP) reading must be taught.

According to Haris & Sinpay (1980) reading as a process of meaning elaboration or thinking in relation to written symbols. This definition presupposes that two aspects are essential to reading process, word recognition and comprehension. He also added that reading may range from the visual perception of word focus and their meanings to perception and comprehension of written messages in a manner parallel to the corresponding spoken messages that is supported by Ronald (1998), Reading is an active process. The reader forms a preliminary expectation about the material, then select the fewest, most productive clues by necessary to confirm or reject that expectation. This is a sampling process in which the reader

takes advantage of his knowledge of vocabulary, syntax, discourse, and the "real world". Therefore, reading involves on interaction between thought and language. It means that the reader brings to the task a formidable amount of information and ideas, attitude and beliefs. This knowledge, coupled with the ability to make linguistics predictions, determines the expectations. The reader will develop as he reads. Skill in reading depends on the efficient interaction, linguistic knowledge and knowledge of the world.

Reading as the recognition of printed or written symbols that serve stimuli to recall of meaning built up through the reader's past experience. It means that when a reader reads a written material, he involves his background experience to derive the meaning from the printed symbols. In other words, he uses his prior experience and acquired language facility to gain meaning of each sentence he reads.

Otherwise, with different perspective Bond (1984) argued that reading is a thinking process. Reading would be ineffective unless it is accompanied by thinking reconstructing the ideas of others. Therefore, it is important to consider that the reader of a printed material must involve his mind for thinking will be meaningless.

Reading is one of English skills that should be taught in the schools up to university level. It is a vital component to reach the goal of teaching learning process and also is a foundation of any science. Reading has an important role to get most knowledge because it provides a lot of information, ideas, news, inspiration, and happening of both the past and future. Nuttal (1991) said that reading is getting something from the writing, fact, idea, enjoyment and message in print.

Reading is able to increase people knowledge in educational process and useful in association. Gamrell & Dromsky (2001) stated that Reading is a process in which readers actively search for and make meaning in what they read. Reading is also one of four important skills in learning language especially for EFL. This skill has been taught since in

elementary school even in some areas it is taught in kindergarten. The goal in any reading activity is to get information or knowledge in a book. Reading is an activity to look at and to understand the meaning of the written of printed word or symbols (Noah, 1991). Therefore, reading is an ability to achieve meaning from a written material or it is related to the interaction between readers and texts.

According to Heidi (1998) reading is an interaction between reader and text which is the interaction process will be resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. It means, the readers have to use their knowledge, skills, and strategies to determine what that meaning is. In this process the reader tries to recreate the meanings intended by the writer. Therefore, reading activity needs a process by which people comprehend what they read.

Furthermore, Littlefield (2006) stated that reading is a process of receiving and comprehending some forms of stored information or ideas. Due to reading is an important skill that affect other skills where it is needed the process to comprehend the context of the text rooted from an information bring into knowledge for the reader.   Reading Comprehension is a thinking process by which a pupil selects facts information, or ideas from printed materials, decides how they relate to previous knowledge he has acquired, and judges their appropriateness and worth for meeting his own needs and objectives (Kennedy 1982).

Reading is the process of getting meaning from text. Study conducted by Richard and Rodgers (1992) reading perceives a written text in order to understand its contents. The understanding that result is called reading comprehension. Different types of reading comprehension are often distinguished according to the reader`s purposes in reading and the type of reading used. Reading is the process of getting information from the written text between the reader and the writer in order to get something with the information they get.

And the goal of all reading is the comprehension of meaning that conveyed in the written text.

Zints and Manggart (1989) said that English is more than seeing the word clearly, more than pronouncing printed word correctly, more than recognizing the meaning of isolated word. Reading requires people to think, feel, and imagine. Stated above, reading is not just seeing and pronouncing words in the text but comprehend all the components in it.

Based on the definitions of reading mentioned above, the researcher can conclude that reading is really important and useful. Reading can improve the students' ability in comprehending texts, getting information and knowledge.

2. Reading Comprehension

In Oxford Dictionary (2015), comprehension is ability to understand something. Noah (1991) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge.

Comprehension is the essence of reading and the active process of constructing meaning from text (Durkin, 1993). Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation.

Kustaryo (1988) stated that reading comprehension is an active thinking process. Reading comprehension is one of the important skills to master besides writing, speaking and listening skills. It is very useful to help the students to understand English text. Duke (2003)

stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Reading comprehension is very essential in reading process. Someone does not really read if he or she does not understand what is being read.

Furthermore, reading is a complex intellectual process involving a number of abilities. The two mayor abilities involve word meanings and verbal reason (Rubin, 1997). Without word meaning and verbal reasoning, there would be no reading comprehension. In addition, Tarigan (1989) reading comprehension means the result of comprehending new information to what one already knows and to find the answers of cognitive questions of the written material.

3. The Skill of Reading

In reading text, that helps students in improving their reading interest. Study conducted by Finochiorio (1989), there are some important skills in reading text:

1. Scanning

    Scanning is a reading skill to find out specific information from the reading material. In scanning, one only tries to locate specific information and simply lets his or her eyes wander over the text until finding what he she is looking for, whether it is a name, a date, or an object.

2. Skimming

    By skimming, the reader read the material quickly to get the gist, the essence, and the global comprehension of the paragraphs, for example, getting the main ideas. In skimming, they should not look up any words or stop to ask the meaning of the word.

3. Predicting

The reader's sense and experience help him to predict what the writer is likely to say next. The reader who can think along with the writer in this way will find the text relatively easy. The ability to predict depends on both the background knowledge of the reader and the content of the text.

4. Guessing

This is the skill of knowledge the meaning of a word by considering its context. The reader will be able to do this by guessing the meaning from the context in which the word is used.

5. Paraphrasing

Paraphrasing is a valuable tool to determine how clear a reader's understanding is. It is the skill of restating the writer's idea on sentences in a simple and more concise way.

6. Summarizing the writer's idea

It is skill of telling the writer's main point o the text. The readers should tell the purpose of the writer on his or her text.

4.   The Purposes of Reading

The purpose of reading is to increase reader knowledge from text they red. The reader will be able to get more information that they do not have an idea about something before, but some people have their own reason in reading something. Following that case, some people read only for information that they need and some others read only for pleasure such as reading magazine, a novel, a story book, etc. The important point is, whatever source that reader have read, it is able to getting new knowledge about what they read because reading is receiving for language learner.

Furthermore, reading can increase reader vocabulary by reading a lot of words in each paper. According to Tarigan (1987) the purposes of reading are to get the information, to know the reading text and to understand the meaning of the words in the text.

For students, reading is way of them in understanding the idea from the text, it also able to change their attitude, ideas and aspiration. From the explanation above, the researcher summarizes that reading does not only improve general knowledge but also help to improve reader behavior.

B. A Short Explanation of Reading Interest

1. Definition of Reading Interest

Interest is defined as a psychological state characterized by a high level of attention, intensive effort, and prolonged engagement with an activity and accompanied by feelings of pleasure and a sense of achievement (Hidi & Renninger, 2000). Reading is a skill which is only developed by practicing a lot. In order to be able to understand any kinds of text, a reader must have several skills that will support their understanding.

However, a reader reads for many purposes. He will have different methods for different text being read. A reader may not use the same method when they read science books and novel. If it measured by the time, it can be guessed that a reader will read novel faster than science books. It is, of course because he has something which makes him reading novel faster than science books. Furthermore, interests also have taken a part of reader with their text. Something that a reader has to support his reading is what known by interest.

According to Ulrike (2012) interest is as interaction between a person and an object within the environment. Interest in the field of education can be referred to as a psychological state or selective preference toward particular domain of the study (Shyang, 2013).

2. Types of Interest

According to Hidi (2001) there are two types of interest *situational interest* and *individual interest*. Situational interest refers to a condition when someone prefers to a particular object or to do a particular activity are affected with some factors. Individual interest is an aspect of preferences that stable overtime without any affected factors (Nurshohifah, 2014). In educational research, interest has been conceptualized as individual and situational.

1. Pietro (2011) defined *Situational interest* as an immediate affective response to certain condition and or stimuli in the learning environment, it is evoked rather suddenly by something in the environment that focuses attention and represents an action that may or may not have a long-term effect on the individual's knowledge and value system, it means that situational interest may or may not develop into a long-standing. In other words, situational interest is a reaction to the environmental input. Situational interest also refers to the appealing effect of characteristics in an activity or object that triggers responses from an individual at the moment of person–activity interaction. According to Hidi (2001) situational activated by specifies features oral and written discourse or what is commonly known as text-based.

2. *Individual interest* refers to a relatively enduring predisposition to attend to events and objects, and to reengage in activities. This predisposition develops slowly, tends to be long-lasting and it is associated with the increasing of knowledge and values. According to Krapp (2001) individual interest as a stable preference for certain topics or domains, whereas *situational interest* is aroused by characteristics of the task such as the topic. Individual interest is considered as evolving along with the development of knowledge and value systems (Renninger, 2000). It is considered to evolve slowly over time during an individual's constant and consistent interaction with an activity in a particular environment.

3. **The Variables Affect Interest**

There are some types of interest, and all types of interest tend to facilitate reader's comprehension and recall. Variables that have been found to have such an influence include text characteristics, are: coherence, prior knowledge, concreteness and ease of comprehension. It means that the characteristics of the text being read can affect someone interest in reading (Hidi, 2001).

1. Coherence refers to aspects of a text that facilitate organizing and understanding the text ideas.

2. Prior knowledge is another source of interest. Of physics predicted overall interest. People with the most prior knowledge tend to be more interested in the text being read.

3. Concreteness was believed that text which has concrete words and title is more interesting, easier to understand and it must be easier to remember. According to Sadoski (2001) said that concrete sentences were more interesting, easier to understand than abstract sentences. Concreteness affects the familiarity, comprehensibility and interestingness of long sentences.

4. Ease of comprehension also can affect the interest, because as text become easier to understand, they become more interesting.

C. The Understanding of Academic Achievement

1. Definition of Achievement

In academic education, this is started from elementary until senior high school level students will get theirs score after test and through that score will give them achievement of rank in their school. Indonesian believed that students in Indonesia, aims to improve students' achievement in the school. Indonesian believed that students who could achieve the third highest ranking in the classroom will be considered as the cleverest students. However, it is not. It makes the researcher concludes that achievement test is the way to measure the

students' progress in their learning. With achievement test, the teachers get the evidence of the students' progress result from their class that they have taught.

According to Sarwono (2005) a good score of the student's achievement is not only influenced by the intelligence level. There are others factors such as motivation, self-confidence, classroom size, friend and teacher, parent and socio-economic status. Generally, some researcher classified the factors affect students' achievement into two categories; internal and external factors:

1. Internal factors

The internal factors are the factors that come from the students. The factor in physical aspect is students' physical health. Besides, the factors in psychological aspects are motivation, and self-confidence of the students.

2. External factor

The external factors of students' achievement are separated into school and family aspect. School aspect includes peer, teacher and class size. Beside, family aspects are parent and socio-economic.

2. The Relationship Between Interest and Achievement

Interests can be regarded as an important determinant of academic achievement. Higher interests can lead to academic engagement, typically associated with positive affect and persistent engagement in related tasks, which in turn can lead to learning gains and condense in improved achievement test scores or school grades.

According to Koller and Baumert (1988) academic interests are often assumed to be important domain-specific intrinsic motivational determinants of academic achievement. Theoretical conceptualizations from the literature on academic self-concepts, this kind of unidirectional effect of interests on academic achievement can be described as self-enhancement model (Calsyn & Kenny, 2006).

D. A Brief Explanation on Correlation

1. Definition of Correlation

According to Silasahi (2012), Correlation is one of the analytical techniques in the statistics used to find the relationship between two variables that are quantitative. The relationship of these two variables can occur because of a causal relationship or it can also happen by chance alone. Two variables are said to be correlated if changes in one variable are followed by changes in another variable regularly in the same direction (positive correlation) or opposite (negative correlation).

In Mathematics, the correlation is a measure of how closely two variables change in relation to each other. For example, the learner can use the height and age of elementary students as a variable in positive correlations. The older the age of elementary students, the higher the body becomes higher. This relationship is called a positive correlation because both variables change in the same direction; example with increasing age, then the height also increases.

The researcher used PearsonProduct Moment Correlation in her research. The researcher of this research used product moment Pearson correlation to see the correlation between students reading interest and their achievement in reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A.   A Brief Description of Research Location

The research took place at State Islamic University Ar-Raniry, Banda Aceh. Universitas Islam Negeri (UIN) is the Islamic University under the authority of Department of religious affair. The previous name of UIN Ar-Raniry was IAIN (The State Institute for Islamic Studies of Ar-Raniry). UIN Ar-Raniry was firstly established on October 5th, 1963. It is located at Ar-Raniry Kopelma Darussalam (Lingkar Kampus Street) Banda Aceh. The name of Ar-Raniry was initially taken from Syeikh Nuruddin Ar-Raniry who reigned in 1637-1641. He was contributed a very valuable thing in developing Islamic thought in Southeast Asia, especially in Aceh.

Based on 2014/2015 UIN's Academic Handbook UIN Ar-Raniry which is headed by Prof. Farid Wajdi Ibrahim, MA as the rector, as an Islamic educational institution. As an Islamic University, it does not only concern about Islamic affairs but also on general knowledge with some branches. There are nine faculties in UIN Ar-Raniry. They are the faculty of Education and Pedagogy, the faculty of Syariah and Law, the faculty of Ushuluddin and Philosophy, the faculty of Dakwah and Communication, the faculty of Adab and Humaniora, the Faculty of Ilmu Social Knowledge and Government, The Faculty of Psychology, the faculty of Science and Technology, and the Faculty of Economy and Islamic Business. The aim of Fakultas Tarbiyah dan Keguruan is to educate pious Muslim, to become an expert in education and teaching of Islam that is able to develop and proficient in implementing knowledge in various educational institutions.

Fakultas Tarbiyah dan Keguruan provides twelve departments which are classified based on their specific studies and programs, namely *Pendidikan Agama Islam*/PAI (Islamic

Teaching Department), *Pendidikan Bahasa Arab*/PBA (Arabic Department), *Pendidikan Bahasa Inggris*/PBI (English Department), *Pendidikan Fisika/*PFS (Physic Department), *Pendidikan Matematika/ Pendidikan Matematika*/PMA (Mathematic department), *Pendidikan Biologi*/PBL (Biology Department), *Pendidikan Kimia*/PKM (Chemistry Department), *Menejemen Pendidikan Islam*/MPI (Islamic Education Management), *Pendidikan Guru Ibtidaiyah*/PGMI (Elementry School Department), *Pendidikan Guru Raudhatul Athfal*/PGRA (Kinder Garten Department), *Pendidikan Teknik Elektro*/PTE (Electro Engineer Department), and *Pendidikan Teknologi Informatika*/PTI (Information and Technology Department).

The English Educational Department has 40 lecturers which consist of 21 permanent lecturers and the rest of them are part-time lecturers. Some of them graduated from abroad universities such as Pennsylvania University, Mc. Gill University, Leiden University, Deakin University, University of Liverpool, Universiry of Amsterdam, and many more. The other graduated from Indonesian University such as State of Islamic University of Ar-Raniry, Syiah Kuala University, UIN Yogyakarta, UI Jakarta, and many more.

This research about "the correlation between students' reading interest and their achievement in reading comprehension" took place in English Department. English Department is headed by Mr. Dr. T. Zulfikar, M. Ed this department is socializes in teaching learning English. In addition, it is also supported by facilities such as a library which provides many books, journals, novels, dictionaries, and various topic of previous thesis written by alumni.

The English Education Department was chosen as the research location and to be respondents of this research. The researcher needs to know their reading interest in reading comprehension and its relationship with their achievement in studying.

B.   Research Method and Design

In gaining the data, the researcher uses quantitative approach. Quantitative approach is an approach that has the purpose to test the hypothesis, to generalize, to predict and to posit causal correlation. It also has big number of sample. Quantitative approach, in data collection use number and statistical and analyze the data by identifying statistical relationship. Besides, the researcher used the correlational statistical test to describe and to measure between two or more variable. In other words, it is applied to analyze whether there is any correlation between two variables (Cresswell, 2008). In this study, there are two variables; namely the students' reading interest as independent variable (X) and the students' achievements as dependent variable (Y).

C.   Population and Sample

1.   Population

Population is group of people, phenomena or object that has formulated (Taniredja & Mustafidah, 2012). The populations of this research are students who have taken reading comprehension courses I, II and III. Based on their level they are students of 2015/2016 in Department of English Education UIN Ar-Raniry. The total number of population is 225 students and they are divided into six units.

2.   Sample

According to Prasetyo and Jannah (2005) sample is a part of population itself and has the characteristic to investigate. Waliman (2011) said that samples are a selected number of cases in population. The samples of this research consist of 25% of the population. In determining the size of sample Arikunto (2006) explained that the population is 100 respondents or less, it is better to take the whole population as sample. If population is more than 100 respondents, the researcher can take 10-15% or more than 25% of the population based on the capability of the research. In this research, the population is the students of

English Education Department at sixth semesters. It consists of 225 students at UIN Ar-raniry Banda Aceh. So the researcher took 25% of the population as sample of the research. There are six units. It means that the researcher took 50 students of English Education Department that come from unit 2 and 5. To take the sample, the researcher uses purposive sampling. Purposive sampling also called as judgmental sampling. Purposive sampling is the sampling technique of with non-probability. Purposive sampling is the sampling technique with particular consideration of the sample (Siregar, 2014). It is purposively sampling. Based on researcher observation the students have passed reading comprehension course I, II, and III and the units that get the highest scores in reading comprehension course among several units.

D.   Technique of Collecting Data

In this study, the researcher conducted field research. The data was collected from the research location in order to answer the research problem stated in the first chapter. It used quantitative approach where the data was analyzed statistically. The researcher wanted to investigate the correlation of students' interest and students' achievement. In this study, there are two variables; the students' reading interest as independent variable (X) and the students' achievements as dependent variable (Y).

Therefore, the researcher took appropriate techniques to collect the data for this research. To get the data needed, the researcher used two techniques as follow:

 1.   Questionnaire

According to Bambang (2006) to get data of students' interest in reading comprehension, the researcher used questionnaire to get students' answers. The questionnaire in this study consists of 20 statements with Likert Scale. Likert Scale is option of the answer with the level of consent intensity. There are "strongly agree", "agree", "neither", "disagree",

"strongly disagree". The advantage using the Likert Scale is to know the consent level of the respondent on the statement in the questionnaire.

The questionnaires were adopted from Allan Wigfield and John Guthrie. The questionnaires were in English, the researcher does not translate it into Indonesian because the participants are students of English Department. The researcher provided 25 minutes to the students to fill the questionnaire. They have to checklist in one of consent level column provided in questionnaire.

It took two days to collect the data. The researcher did not find the participants in the first day of collecting the data. The researcher came next day to meet the participants and ask them to fill the questionnaire. Overall, participants filled the questionnaire seriously because the researcher had explained the aim of its research. The researcher also said that she would keep their answers confidential as the ethics code of the researcher. The achievement level described as following:

Table 3.1: The likert scale rating

Option	Score	
	Favorable	Unfavorable
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

2. **Document Analysis**

Powell and Steele (1996) stated that document analysis is used to summarize of analyze printed material, such as books, newspapers, documents, and handwriting. Document analysis in this research was the researcher analyzed the students' achievement in English Department at fifth semester. The document was the final score of Reading Comprehension.

The researcher got it from the English Department. It aimed to get the clear data in order to investigate the achievement of reading interest whether they succeed or fail.

Then to analyze the data, the researcher calculated and analyzed the questionnaire results and students' scores of Reading comprehension subject using Correlation Coefficient by Pearson. Then, the calculation of the result showed to what degree the relationship exists between students reading interest and students' academic achievement in Reading comprehension subject. Achievement level described as following:

Table 3.2: The students' achievement description of standard final score

NO	Interval	Konversi	Score
1	86 – 100	≤4.00	A
2	72 – 85	≤3.33	B
3	60 – 71	≥2.33	C
4	50 – 69	≥1.33	D
5	≤49	≤1.00	E

Source taken from: UIN's Academic Handbook 2014/2015

E.   Technique of Data Analysis

After the researcher got the data from questionnaire of motivation and obtain data from the students in the questionnaire, the researcher need to analyze the data and correlate between questionnaire result and students' English learning scores. The researcher did description analysis to describe the data statistically. The technique on data analysis used correlation technique from Pearson Product Moment. According to correlation technique usually use to correlate one variable to another variable based on its correlation value (Anas, 2008).

$$r_{xy} = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y2 - (\sum Y)^2]}}$$

Explanation:

r_{xy} = Coefficient of correlation between X variable and Y variable

ΣX = Sum of score in X distribution

ΣY = Sum of score in Y distribution

ΣXY = Sum of multiplication of X and Y

N = Number of Respondents

X_2 = Sum of X quadrate

Y_2 = Sum of Y quadrate

With that formula, the researcher got r coefficient that can describe the correlation between X variable and Y variable.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

F. Research Findings

The research finding was obtained from the computation of the students' reading interest and students' achievement. As mentioned earlier that the population of this research was the students of English Department academic year 2015/2016 in UIN Ar-Raniry Banda Aceh. Specifically, researcher used purposive sampling. Therefore, the researcher only chose 50 students from unit 2 and 5. The researcher did the research on April 16 - 21, 2018. The researcher did the research for six days to collect the data. Overall, the researcher did not find any serious obstacles in doing the research in the University.

The following are the research findings and discussion of document analysis and questionnaires that had been analyzed by the researcher.

1. The Finding from the Questionnaire

The researcher used the questionnaire to get the score of students' reading interest. The questionnaire consisted of 20 statements items with Likert scale; strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. The researcher rated the options chose by the students with the score as follow: score 5 for strongly agree, score 4 for agree, score 3 for neither agree nor disagree, score 2 for disagree, score 1 for strongly disagree. Then, the scores of 20 statements were calculated for each participant. The score was limited up to 60. The higher score they got, the higher reading interest on students. The detail calculation for each statement of the participant can be seen on appendix 1

The final score result of questionnaire for each participant could be seen in the table below:

Table 4.3 The Scores Students Reading Interest Questionnaire

NO	Name of the Students	Nim	Score of Likert scale questionnaire
1	SAT	150	84
2	AM	151	83
3	AZN	152	90
4	NF	153	84
5	IW	154	88
6	US	155	85
7	PP	156	80
8	HAR	157	88
9	SYF	158	85
10	RR	159	80
11	IRH	160	90
12	KM	161	82
13	MAU	162	84
14	ZAH	164	83
15	CRF	166	82
16	RN	168	85
17	PZB	169	85
18	AF	170	85
19	RS	171	86
20	MPU	172	91
21	SKM	173	79
22	DR	175	88
23	TS	176	87
24	FM	177	90
25	HUM	178	83

26	AR	179	81
27	RAN	180	84
28	SIO	181	76
29	NOV	182	83
30	ARD	183	80
31	SNA	184	75
32	RMY	040	82
33	FNS	049	87
34	NUR	052	91
35	ARM	053	75
36	DA	056	80
37	NA	057	84
38	RJ	059	90
39	NF	060	74
40	NA	062	85
41	YJ	063	88
42	IRH	066	81
43	JE	067	87
44	NU	068	80
45	PK	069	92
46	SAF	070	78
47	SD	071	88
48	SN	072	91
49	SA	225	60
50	NH	129	80

From the table above, it shows that the scores of the students are slightly different. Their scores were 60 − 92. Most of them got nearly 95. It can be concluded that the students

has reading interest. However, the result of questionnaire was calculated statistically. Then, the score above is a part of the data which tabulated with students' score of reading comprehension subject in Correlation Coefficient Formula by Pearson.

2.   The Finding from Document Analysis

To know the students' achievement, the researcher took the document from the students' final score of reading comprehension course. The researcher noted each of participants' score of reading comprehension. It aimed to get the data of students' academic achievement. The result of document analysis was used as the data in this research. The researcher listed the students' score in table below.

Table 4.4 Students' Academic Achievement of reading comprehension course

NO	Name of the Students	Nim	Reading Comprehension Scores
1	SAT	150	83
2	AM	151	81
3	AZN	152	83
4	NF	153	83
5	IW	154	86
6	US	155	87
7	PP	156	83
8	HAR	157	86
9	SYF	158	83
10	RR	159	79
11	IRH	160	86
12	KM	161	86
13	MAU	162	81
14	ZAH	164	81

15	CRF	166	82
16	RN	168	81
17	PZB	169	83
18	AF	170	83
19	RS	171	83
20	MPU	172	83
21	SKM	173	86
22	DR	175	82
23	TS	176	82
24	FM	177	82
25	HUM	178	80
26	AR	179	82
27	RAN	180	82
28	SIO	181	81
29	NOV	182	82
30	ARD	183	82
31	SNA	184	79
32	RMY	040	86
33	FNS	049	89
34	NUR	052	87
35	ARM	053	72
36	DA	056	88
37	NA	057	86
38	RJ	059	87
39	NF	060	86
40	NA	062	86
41	YJ	063	86
42	IRH	066	87

43	JE	067	87
44	NU	068	87
45	PK	069	87
46	SAF	070	87
47	SD	071	87
48	SN	072	87
49	SA	225	75
50	NH	129	86

The table above shows the Reading Comprehension course scores of fifty students. The score they got was ranged from 72 – 89. The Averagge score is 83.72. The researcher used mean formula to calculate the average of students score.

The data explains that most students who have reading interest have good score in reading comprehension subject. It was proven of the students' score passed C score that set by the university.

To make it easy to interpret the finding between students' reading interest and their achievement, there are some steps that should be made.

1. **Computing the Students' Reading Interest Score and Students' Achievement Score, as seen in the following table:**

Table 4.5 The students' reading interest score and students' achievement score

NO	NAMA	NIM	X	Y	X2	Y2	XY
1	SAT	150	84	83	7056	6889	6972
2	AM	151	83	81	6889	6561	6723
3	AZN	152	90	83	8100	6889	7470

4	NF	153	84	83	7056	6889	6972
5	IW	154	88	86	7744	7396	7568
6	US	155	85	87	7225	7569	7395
7	PP	156	80	83	7056	6889	6972
8	HAR	157	88	86	7744	7396	7568
9	SYF	158	85	83	7225	6889	7055
10	RR	159	80	79	6400	6241	6320
11	IRH	160	90	86	8100	7396	7740
12	KM	161	82	86	6724	7396	7052
13	MAU	162	84	81	7056	6561	6804
14	ZAH	164	83	81	6889	6561	6723
15	CRF	166	82	82	6724	6724	6724
16	RN	168	85	81	8281	6561	7371
17	PZB	169	85	83	7744	6889	7304
18	AF	170	85	83	7225	6889	7055
19	RS	171	86	83	7396	6889	7138
20	MPU	172	91	83	8281	6889	7553
21	SKM	173	79	86	6241	7396	6794
22	DR	175	88	82	7744	6724	7216
23	TS	176	87	82	7569	6724	7134
24	FM	177	90	82	8100	6724	7380
25	HUM	178	83	80	7744	6400	7040
26	AR	179	81	82	6561	6724	6642
27	RAN	180	84	82	7056	6724	6888
28	SIO	181	76	81	5776	6561	6156
29	NOV	182	83	82	6889	6724	6806
30	ARD	183	80	82	6400	6724	6560
31	SNA	184	75	79	5625	6241	5925

			X	Y	X2	Y2	XY
32	RMY	040	82	86	6724	7396	7052
33	FNS	049	87	89	7569	7921	7743
34	NUR	052	91	87	8281	7569	7917
35	ARM	053	75	72	5625	5184	5400
36	DA	056	80	88	6400	7744	7040
37	NA	057	84	86	7056	7396	7224
38	RJ	059	90	87	8100	7569	7830
39	NF	060	74	86	5476	7396	6364
40	NA	062	85	86	7225	7396	7310
41	YJ	063	88	86	7744	7396	7568
42	IRH	066	81	87	6561	7569	7047
43	JE	067	87	87	7569	7569	7569
44	NU	068	80	87	7396	7569	7482
45	PK	069	92	87	8464	7569	8004
46	SAF	070	78	87	7396	7569	7482
47	SD	071	88	87	7744	7569	7656
48	SN	072	91	87	8281	7569	7917
49	SA	225	60	75	5776	5625	5700
50	NH	129	80	86	6400	7396	6880
	TOTAL		**4175**	**4186**	**350181**	**351000**	**349988**

The definition of variables from the table above :

X   =the score of students' reading interest

Y   = the score of students' achievement

X2   = the score of students' reading interest squared

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Y2   = the score of student' achievement squared

XY   = the score of students' reading interest and the score of student'   Achievement

The students' reading interest is as independent variable (X), it showed the highest students' interest score from fifty students is 92 and the lowest students' interest score is 60. The total of students' motivation scores are 4175.

The students' achievement is as dependent variable (Y). The highest score from fifty students is 89 and the lowest score is 72. It can be seen the total score of students' achievement is 4186.

After the researcher got the total of students' reading interest and their achievement scores, the researcher continued to count both of students' reading interest and their achievement score.

2. Computing the Relationship between Students' Reading Interest and Their Achievement Score.

The researcher calculated correlation coefficient (*r*) by applying formula:

$$r_{xy} = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y2 - (\sum Y)^2]}}$$

Which   n   = Frequency of participant

               X   = variable X (students' reading interest)

               Y   = variable Y (students' achievement)

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

$$r_{xy} = \frac{(50)(349988) - (4175)(4186)}{\sqrt{(50(350181) - (4175)^2} \sqrt{(50(351000) - (4186)^2}}$$

$$r_{xy} = \frac{17499400 - 17476550}{\sqrt{17509050 - 17430625)} \sqrt{17550000 - 17522596)}}$$

$$r_{xy} = \frac{22844}{\sqrt{(78425)(27404)}}$$

$$r_{xy} = \frac{22844}{\sqrt{2149158700}}$$

$$r_{xy} = \frac{22844}{46359,019}$$

$$r_{xy} = 0,492767$$

Correlation coefficient (*r*) showed that from the calculation above are 0,492767 in order to know what extent of the correlation of both variable, the researcher referred to table of the standard of correlation coefficient proposed by Jain and Agarwal (2008).

Table 4.6 The degree of correlation

R	Interpretation
0	No correlation
0,01 – 0,20	Very low correlation
0,21 – 0,40	Low correlation
0,41 – 0,60	Moderate correlation
0,61 – 0,80	High correlation
0,81 – 0,99	Very high correlation
1	Perfect correlation

From the table above, It can be seen that the interpretation of calculation result is 0,492767 which indicated that r is moderate correlation. It means that the relationship between students' reading interest and student' achievement score is moderate correlation.

3. **Computing the Coefficient Determinant**

Furthermore, to know how much percentage of students' interest (variable X) influences their achievement (variable Y). The researcher calculated it through determination coefficient (R) formula. Determination coefficient describe the effect of variable x toward the increasing or decreasing value of variable Y. the determination coefficient formula is stated as following.

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

Which: **R** is determination coefficient

         r is correlation coefficient

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

$R = (0,49)^2 \times 100\%$

$R = 0.2401 \times 100\%$

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

$R = 24,01\%$

The result of R value is 24,01%. It indicates that the effect of variable X (students' interest) toward the variable Y (students' achievement) is 24,01%. Meanwhile, another 75,09% may be influenced by the other factors.

G. Examining Research Question

After gaining the result of questionnaire and document analysis, the researcher processed the data statistically. Then, the result of processed data will answer one research question stated by the researcher in the first chapter. The research question was whether there is or no correlation between students' reading interest and their achievement in reading comprehension.

To process the data, the researcher used Correlation Coefficient Formula by Pearson. Correlation Coefficient is index used to measure to what extend (high, low or no correlation) the correlation inter-variable (Hasan, 2003). In this research, variable X was students' reading interest and variable Y was students' achievement in reading comprehension subject.

H. Examining the Hypotheses

To find out if the hypotheses are accepted or rejected, the researcher analyzed the hypothesis: the researcher formulated the research hypotheses in chapter one as follows:

Ho= there is no correlation between students' reading interest and their achievement in reading comprehension.

Ha = there is correlation between students' reading interest and their achievement in reading comprehension.

The researcher drew some conclusions, first Ho is rejected and the second is Ha accepted. In the other word, there is correlation between students' reading interest and their achievement in reading comprehension.

In the final analysis, the researcher concluded two points in examining the hypothesis. First, there is moderate correlation between students' reading interest and their achievement

in reading comprehension. Second, the correlation is 0.49 (moderate). It indicates that the students who are interested in reading will commonly achieve good achievement in reading comprehension.

I. Discussion

As mentioned earlier, that the aim of this study was to know whether or not there is a correlation between students' reading interest and their achievement in reading comprehension at the Department of English Language Education, Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry. In fact, based on the computation and analysis of the data there is moderate correlation between students' reading interest and their achievement in reading comprehension. As seen in the table the coefficient relation is 0.49 which is high correlation 0.61. Based on computing the coefficient determinant, reading interest contributes 24.01% to the student's achievement and remaining 75.09% is determining by other factors. However, this is moderate correlation, it can be concluded that there is correlation between students' reading interest and their achievement in reading comprehension at English Education Department of UIN Ar-Raniry.

Moreover, the students' achievement can be stimulated by several factors. The factors may come from internal or individual factors such as motivation, interest, talent, personal goal etc. On the other hand, the factor that comes from the students surrounding can be called external or situational factor such as method of learning, living environment, curriculum etc.

After the researcher analyzes the data from the questionnaire that consisted of individual interest and situational interest, the researcher got that the individual interest is higher than situational interest. The researcher calculated the situational interest is 2093 and individual interest is 2213. It can be seen that individual interest more influence students' achievement in Reading Comprehension subject.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After analyzing the data and discussing the finding in the previous chapter, the researcher would like to draw conclusions as follow:

1. There is moderate correlation between students' reading interest and their academic achievement in reading comprehension.

2. The result shows that Ho is rejected but Ha is accepted indicating that there is a moderate correlation between students' reading interest and students' achievement.

B. Suggestions

Based on the correlation finding, the researcher would like to offer several suggestions:

1. For lecturers, it is expected to improve their students' reading interest, especially in Reading Comprehension course.

2. Lecturer can encourage students who lack of reading interest on study through his or her potential in teaching learning process.

3. The researcher suggests that for further researchers' who are interested in conducting similar study, they can use this finding as references for their research.

4. Finally, for the English Education Department, it is also suggested that it is necessary to build students reading interest through various programmers and workshops which are designed to build students reading interest.

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Nomor : B- 2455/UN.08/FTK/KP.07.6/03/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 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-undangNomor 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 Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 2 Desember 2016

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: UN.08/FTK/PP.00.9/148/2016 tanggal 5 Desmber 2016

Menunjuk Saudara:
1. Yuni Setianingsih, M.Ag   Sebagai Pembimbing Pertama
2. Rita Hermida, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
Nama : **Sachruni**
NIM : **231324161**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Correlation between Students' Reading Interest and Their Achievement in Reading Comprehension**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018

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: 5 Maret 2018
An. Rektor
Dekan,

Mujiburrahman

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 11717 /Un.08/TU-FTK/ TL.00/12/2017   18 Desember 2017
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	: Sachruni
N I M	: 231 324 161
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Kaye Adang Lr. Mesjid Lam Gugob, Asrama Putri IPAU

Untuk mengumpulkan data pada:

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' Reading Interest and Their Achievement in Reading Comprehension

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

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG. UMUM   BAG. UMUM

Kode 6646

SURAT KETERANGAN
No: B-186/UN.08/KJ.PBI/TL.00/06/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-11717/Un.08/TU-FTK/TL.00/02/2018 tanggal 18 Desember 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	:	Sachruni
NIM	:	231 324 161
Prodi /Jurusan	:	Pendidikan Bahasa Inggris

Telah melakukan penelitian dan pengumpulan data terhadap mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

The Correlation between Students' Reading Interest and Their Achievement in Reading Comprehension

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 04 Juni 2018
An. Ketua Prodi Pendidikan Bahasa Inggris

Saiful Akmal

Questionnaire

A. **Identitas**

Nama :

Nim :

Jenis kelamin :

B. **Petunjuk pengisian angket :**

   1. Tulis identitas anda secara lengkap.

   2. Bacalah pertanyaan dengan teliti sebelum menjawab.

   3. Dalam angket ini, tidak ada jawaban yang benar maupun salah, jawaban yang terbaik adalah benar-benar mencerminkan keadaan yang sebenarnya.

   4. Jawablah dengan jujur tanpa terpengaruh dengan teman.

   5. Atas bantuan dan kerjasama Anda, kami ucapkan terimakasih yang sebesar-besarnya.

C. Pilihlah salah satu jawaban dengan menggunakan silang (X) pada kolom yang tersedia sesuai dengan fikiran dan perasaan anda!

Keterangan :

SA = strongly agree

A = agree

N = neither agree nor disagree

D = disagree

SD = strongly disagree

*The items were developed by Dr. Allan Wigfield and Dr. John Guthrie at the University of Maryland.

No	Question	SA	A	N	D	SD
1.	I like being the best reader.					
2.	I enjoy a long, involved story or fiction book.					
3.	I read to improve my grades.					
4.	I have favorite subjects that I like to read about.					
5.	I often visit the library with my friends.					
6.	I make pictures in my mind when I read.					

7.	I do not like vocabulary questions.					
8.	I read to learn new information about topics that interest me.					
9.	I learn more from reading than students in the class.					
10.	I like to read about new things (something I have never heard before).					
11.	If the questions in books make me think I would be interested to read again.					
12.	If the teacher discusses something interesting I might read more about it.					
13.	If a book is interesting I don't care how hard it is to read.					
14.	I do not like to read if the texts/words are difficult to understand.					
15.	If the teacher asks me for a presentation, I will read what will be presented.					
16.	If the stories are complicated it's no fun to read.					
17.	If the teacher says I read well, I would be interested to read.					
18.	If the title of the book makes me curious, I will read the book.					
19.	If it is in the test period I often read books or journals.					
20.	I read if the book is light and easy to carry.					

Students' Academic Achievement of reading comprehension course

NO	Name of the Students	Nim	Reading Comprehension Scores
1	SAT	150	83
2	AM	151	81
3	AZN	152	83
4	NF	153	83
5	IW	154	86
6	US	155	87
7	PP	156	83
8	HAR	157	86
9	SYF	158	83
10	RR	159	79
11	IRH	160	86
12	KM	161	86
13	MAU	162	81
14	ZAH	164	81
15	CRF	166	82
16	RN	168	81
17	PZB	169	83
18	AF	170	83
19	RS	171	83
20	MPU	172	83
21	SKM	173	86
22	DR	175	82
23	TS	176	82
24	FM	177	82
25	HUM	178	80

26	AR	179	82
27	RAN	180	82
28	SIO	181	81
29	NOV	182	82
30	ARD	183	82
31	SNA	184	79
32	RMY	040	86
33	FNS	049	89
34	NUR	052	87
35	ARM	053	72
36	DA	056	88
37	NA	057	86
38	RJ	059	87
39	NF	060	86
40	NA	062	86
41	YJ	063	86
42	IRH	066	87
43	JE	067	87
44	NU	068	87
45	PK	069	87
46	SAF	070	87
47	SD	071	87
48	SN	072	87
49	SA	225	75
50	NH	129	86

The Documentation of the Research

AUTOBIOGRAPHY

1. Name   : Sachruni

2. Date of Birth   : Drien Puntong, 11 Januari 1996

3. Gender   : Female

4. Religion   : Islam

5. Nationality   : Indonesia

6. Status   : Single

7. Address   : Ds Drien Puntong, Meurah Mulia, Aceh Utara

8. Email   : sachruniy@gmail.com

9. SID   : 231 324 161

10. Parent

    a. Father's Name   : M. Yusuf

11. Mother's Name   : Asimah

12. Education Background

    a.   Elementary School   : SDN 01 Meunasah Mancang (2001-2007)

    b.   Junior High School   : MTsS Ulumuddin (2007-2010)

    c.   Senior High School   : MAS Ulumuddin (2010-2013)

    d.   University   : UIN Ar-Raniry (2013-2018)