

**A CORRELATION STUDY AMONG ENGLISH READING  
HABIT, INTRAPERSONAL INTELLIGENCE AND READING  
COMPREHENSION ABILITY AT THE FOURTH SEMESTER OF  
THE ENGLISH DEPARTMENT OF IAIN KERINCI  
ACADEMIC YEAR 2020/2021**

**A THESIS**



**BY:**

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**NIM: 1710203008**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF KERINCI  
ACADEMIC YEAR 2020/2021**

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**A THESIS**

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree  
at English Education Program in Faculty of Education and Teacher Training  
State Islamic Institute of Kerinci

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FACULTY OF EDUCATION AND TEACHER TRAINING  
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ACADEMIC YEAR 2020/2021**

## CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “A Correlation Study among English Reading Habit, Intrapersonal Intelligence and Reading Comprehension Ability at the Fourth Semester of the English Department of IAIN Kerinci Academic Year 2020/2021” is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci of elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or style, presentation and linguistic expression is acknowledged.

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*Assalamu'alaikum Warahmatullahi Wabarakatuh*

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Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*

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## DEDICATION AND MOTTO

### DEDICATION

*Bismillahirrahmanirrahim.*

*I dedicated this thesis for:*

*My beloved Mother and Father for their endless love and affection, suggestion, encouragement and praying for my success in the Future.*

*My little brother and my big family who always given me support.*

*My dearest friends who always motivated and giving spirit to me.*

*And all people in my life.*

*May Allah SWT. Bless them*

*I am so thankful to you all*

*Big love and hug*

### MOTTO

INSTITUT AGAMA ISLAM NEGERI  
KERINCI  
وَمَنْ يَتَوَكَّلْ عَلَى اللَّهِ فَهُوَ حَسْبُهُ

#### **Meaning:**

*“And if anyone puts his trust in Allah, sufficient is (Allah) for him.”*

#### **Artinya:**

*“Dan barang siapa yang bertawakkal kepada Allah, niscaya Allah akan mencukupkan keperluannya.”*

(QS. Ath-Thalaaq: 3)



## ABSTRACT

**ELLEN SEPYANTI MALANA, : A Correlation Study among English Reading Habit, Intrapersonal Intelligence and Reading Comprehension Ability at the Fourth Semester of the English Department of IAIN Kerinci Academic Year 2020/2021**

**ADVISORS : 1. Dr. Rodi Hartono, M.Pd.  
2. Musdizal, M.Pd.**

The purposes of this research was to know the correlation between: (1) English reading habit (X1) and reading comprehension ability (Y); (2) intrapersonal intelligence (X2) and reading comprehension ability (Y); and English reading habit (X1), intrapersonal intelligence (X2) and reading comprehension ability (Y). This research used quantitative method to collect the data with descriptive correlational design. The population of this research was the fourth semester students of the English Department of IAIN Kerinci which consisted of 44 students as the sample were collected through total sampling technique. In collecting the data, the researcher used questionnaire and test. The questionnaire was used to collect the data and measure of students' English reading habit and intrapersonal intelligence, while a test was used to collect the data and measure of students' reading comprehension ability.

In analyzing the data, the researcher used Pearson Product Moment and Multiple Linear Regression technique by using *SPSS (Statistical Program for Social Science) 20.0 for windows*. It showed that: (1) the coefficient correlation between students' English reading habit and reading comprehension ability (X1+Y) was 0,867 with a significance value of  $0,000 < 0,05$ . It indicates that there was very strong and significant correlation between students' English reading habit and their reading comprehension ability; (2) the coefficient correlation between students' intrapersonal intelligence and reading comprehension ability (X2+Y) was 0,576 with a significance value of  $0,000 < 0,05$ . It means that there was fair and significant correlation between students' intrapersonal intelligence and reading comprehension ability; (3) Besides, the R value of English reading habit, intrapersonal intelligence and reading comprehension ability was 0,868 with the significance value was 0,000. It means that there was very strong and significant correlation and influence among English reading habit, intrapersonal intelligence and reading comprehension ability. Furthermore, the value of Adjusted R-Square was 0,741. It indicated that 0,741 or 74,1 % influence of English reading habit and intrapersonal intelligence toward reading comprehension ability. Besides, regression coefficient of English reading habit was 0,354. It showed that for each one increase of English reading habit, there was an increase in reading comprehension ability of 0,354. Meanwhile, the

regression coefficient of intrapersonal intelligence was 0,020. It indicated that for each one increase of intrapersonal intelligence, there was only an increase in reading comprehension ability of 0,020. Moreover, it also can be seen that the significant value of English reading habit was  $0,000 < 0,05$ . It means that English reading habit was quite significant in influencing students' reading comprehension ability. Whereas, the significant value of Intrapersonal Intelligence was  $0,600 > 0,05$ . It indicated that intrapersonal intelligence was not quite significant in influencing reading comprehension ability.

**Keywords:** Correlational study, English Reading Habit, Intrapersonal Intelligence, Reading Comprehension Ability





## ABSTRAK

**ELLEN SEPYANTI MALANA, : Studi Korelasi antara Kebiasaan Membaca Bahasa Inggris, Kecerdasan Intrapersonal dan Kemampuan Pemahaman Membaca pada Semester Empat Jurusan Pendidikan Bahasa Inggris IAIN Kerinci Tahun Ajaran 2020/2021**

**PEMBIMBING : 1. Dr. Rodi Hartono, M.Pd.  
2. Musdizal, M.Pd.**

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara: (1) kebiasaan membaca bahasa Inggris (X1) dan kemampuan pemahaman membaca (Y); (2) kecerdasan intrapersonal (X2) dan kemampuan pemahaman membaca (Y); dan kebiasaan membaca bahasa Inggris (X1), kecerdasan intrapersonal (X2) dan kemampuan pemahaman membaca (Y). Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain deskriptif korelasional. Adapun populasi dalam penelitian ini adalah mahasiswa semester 4 Jurusan Bahasa Inggris IAIN Kerinci yang berjumlah 44 mahasiswa sebagai sampel yang diambil menggunakan teknik total sampling. Dalam pengumpulan data, peneliti menggunakan angket dan tes. Angket digunakan untuk mengumpulkan data dan mengukur kebiasaan membaca bahasa Inggris dan kecerdasan intrapersonal mahasiswa, sedangkan tes digunakan untuk mengumpulkan data dan mengukur kemampuan pemahaman membaca mahasiswa.

Dalam menganalisis data, peneliti menggunakan teknik Pearson Product Moment dan Regresi Linier Berganda dengan menggunakan SPSS (Statistical Program for Social Science) 20.0 for windows. Hal ini menunjukkan bahwa: (1) koefisien korelasi antara kebiasaan membaca bahasa Inggris mahasiswa dengan kemampuan pemahaman membaca mereka (X1+Y) adalah 0,867 dengan nilai signifikansi  $0,000 < 0,05$ . Hal ini menunjukkan bahwa terdapat hubungan yang sangat kuat dan signifikan antara kebiasaan membaca bahasa Inggris mahasiswa dengan kemampuan pemahaman membaca mereka; (2) koefisien korelasi antara kecerdasan intrapersonal mahasiswa dengan kemampuan pemahaman membaca mereka (X2+Y) sebesar 0,576 dengan nilai signifikansi  $0,000 < 0,05$ ; Artinya terdapat hubungan yang lemah dan signifikan antara kecerdasan intrapersonal mahasiswa dengan kemampuan pemahaman membaca mereka; dan (3) Selain itu, nilai R kebiasaan membaca bahasa Inggris, kecerdasan intrapersonal dan kemampuan pemahaman membaca adalah 0,868 dengan nilai signifikansi 0,000. Artinya terdapat hubungan dan pengaruh yang sangat kuat dan signifikan antara kebiasaan membaca bahasa Inggris, kecerdasan intrapersonal dan kemampuan

pemahaman membaca. Selanjutnya nilai Adjusted R-Square sebesar 0,741. Hal ini menunjukkan bahwa 0,741 atau 74,1% pengaruh kebiasaan membaca bahasa Inggris, kecerdasan intrapersonal terhadap kemampuan pemahaman membaca. Selain itu, koefisien regresi kebiasaan membaca bahasa Inggris adalah 0,354. Hal ini menunjukkan bahwa setiap kebiasaan membaca bahasa Inggris bertambah satu poin, maka kemampuan pemahaman membaca meningkat sebesar 0,354. Sedangkan koefisien regresi kecerdasan intrapersonal sebesar 0,020. Hal ini menunjukkan bahwa setiap kecerdasan intrapersonal bertambah satu poin, maka kemampuan pemahaman membaca hanya meningkat sebesar 0,020. Selain itu juga dapat dilihat bahwa nilai signifikan dari kebiasaan membaca bahasa Inggris adalah  $0,000 < 0,05$ . Artinya, kebiasaan membaca bahasa Inggris cukup signifikan dalam mempengaruhi kemampuan pemahaman membaca mahasiswa. Sedangkan nilai signifikansi kecerdasan intrapersonal adalah  $0,600 > 0,05$ . Hal ini menunjukkan bahwa kecerdasan intrapersonal tidak cukup signifikan dalam mempengaruhi kemampuan pemahaman membaca mahasiswa.

**Kata kunci:** Studi korelasional, Kebiasaan Membaca Bahasa Inggris, Kecerdasan Intrapersonal, Kemampuan Pemahaman Membaca



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وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ

Praise be to Allah SWT. Who has given mercies and blessing, so the researcher could finish this thesis as one of partial fulfillment of the requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci. Sholawat and greetings are hopefully given to the greatest hero in the world is our beloved Prophet Muhammad SAW. Who has guide the humans from the darkness to the brightness namely Islam religion with Al-Qur'an as the foundation of the life.

Additionally, while completing this thesis entitled “A Correlation Study among English Reading Habit, Intrapersonal Intelligence and Reading Comprehension Ability at the Fourth Semester of the English Department of IAIN Kerinci Academic Year 2020/2021”, the researcher got difficulties, but guidance, advice and encouragement from other parties, the researcher could finish this thesis. Therefore, the researcher would like to express thank to:

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Sungai Penuh, August 2021

The Researcher



**Ellen Sepyanti Malana**

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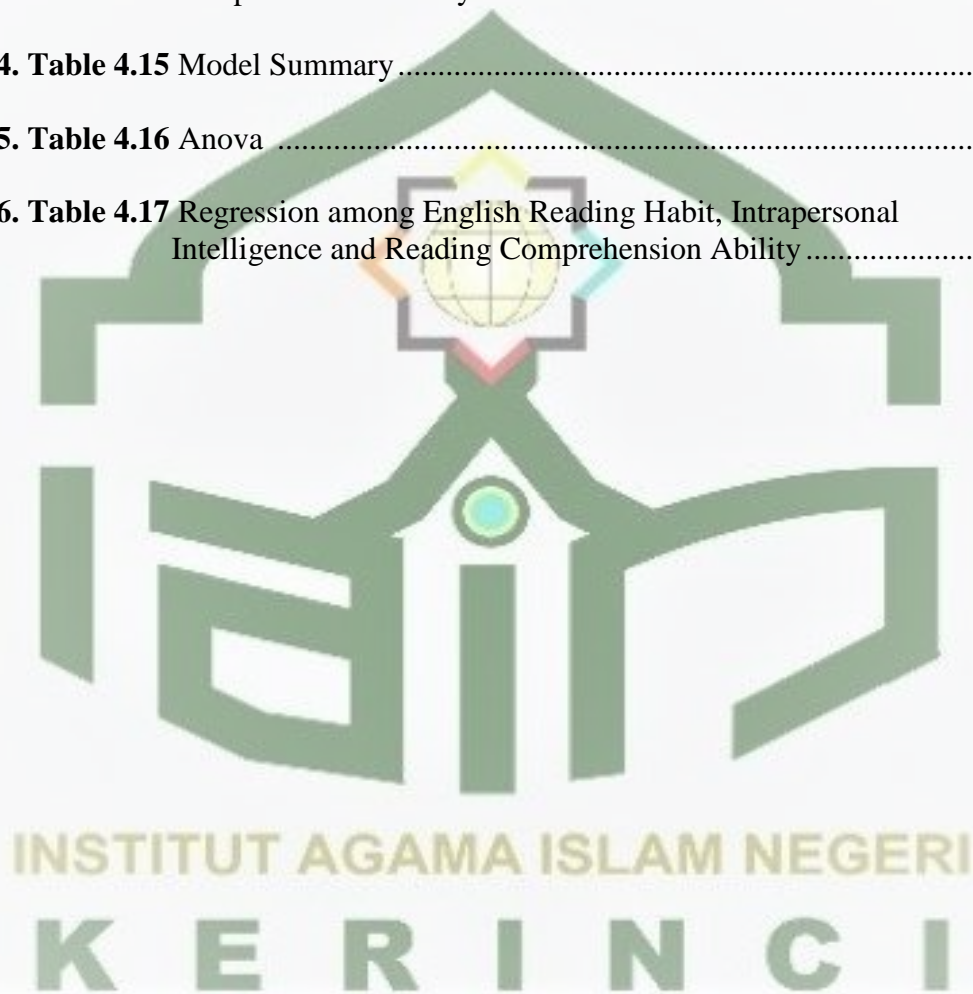
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

In learning English, there are four basic skills that should be mastered by students, those are reading, listening, speaking and writing. Those skills are divided into receptive and productive skill. Reading and listening are receptive skill, while speaking and writing are productive skill.<sup>1</sup> All of those skills are important, but the most important is reading.

Specifically, reading is one of the most important skills to be mastered by students, especially for English as a Foreign Language students. It is supported by Debat that reading is the most crucial skill for students of English as foreign language (EFL) or second language (ESL).<sup>2</sup> Patel and Jain also state that reading is most useful and important skill for people. This skill is more important than speaking and writing.<sup>3</sup> By reading, the students are not only able to obtain a lot information, but they can also improve their speaking and writing skills, enrich ideas and vocabulary. Therefore, having good reading skills is crucial for successful students.

Besides, the importance of reading is also explained in Al-Qur'an surah Al-Alaq verse 1-5 as follow:

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<sup>1</sup> Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (New York: R&L Education, 2008), p. 7.

<sup>2</sup> Elba Villanueva de Debat, *A Journal of Applying Current Approaches to the Teaching of Reading*, English Teaching Forum No.1, 2006, p. 8.

<sup>3</sup> Patel, M.F. and Jain, P.M., *English Language Teaching: Methods, Tools & Techniques*, (Jaipur: Sunrise Publishers and Distributors, 2008), p. 113.

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢ اقْرَأْ وَرَبُّكَ  
الْأَكْرَمُ ۝٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝٥

Meaning: “Proclaim! (or Read!) in the name of your Lord and Cherisher Who created, Created man, out of a (mere) clot of congealed blood, Proclaim! And your Lord is most bountiful, He Who taught (the use of) the pen, Taught man that which he knew”.<sup>4</sup>

Based on the surah Al-Alaq 1-5 above, it can be seen that reading has a special place in the Al-Qur’an. Allah SWT. Suggest us for reading. It has an important role. It can broaden of insight and knowledge.

On the other hand, comprehension is one of the most important aspects in reading process. It is the essence of reading itself. Reading and comprehension are two things that cannot be separated each other. Both of that are interrelated. Gerald states that “comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading”.<sup>5</sup> It means that if the students can read but do not comprehend the meaning of the text, it is nonsense and useless.

Nevertheless, even comprehension is the most important aspect in reading process. It is not easy to be mastered by the students. Hence, the difference between the students’ language and English as the second language make comprehension being difficult to be mastered for English as a Foreign

<sup>4</sup> Abdullah Yusuf Ali, *The Meaning of the Holy Qur’an*, (UK: The Islamic Foundation, 2016), p. 96.

<sup>5</sup> Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies* (2<sup>nd</sup> edition), (New York: The Guildford Press, 2009), p.14.

Language students. According to Kasim and Raisha, reading foreign language material is considered more difficult than reading first language material. Reading texts in a foreign language is different from reading in a first language. While, when reading any English material, we need to consider a number of language proficiency elements. Accurately, when reading material in a foreign language, the reader will perhaps encounter different linguistic elements from the first language.<sup>6</sup> In short, reading is difficult for EFL students. They have to comprehend all of the linguistic elements, such as grammatical and new words which are different from their first language.

In fact, the students' reading comprehension need to developed. Many of them still have difficulties in comprehend the meaning of the texts. So, in order to have good reading comprehension ability, the students should have good reading habit and intrapersonal intelligence. Specifically, reading habit is one of the factors affecting reading comprehension ability. According to Patel and Jain, "reading habit not only help the students to get knowledge and wisdom from the cultural heritage, but are also very helpful in passing for leisure time".<sup>7</sup> Additionally, Sari, Harha and Septy state that habit can identify the reader's ability in reading. If the students have good reading habits, it will be easy for them to comprehend the reading text. It makes them become a good reader.<sup>8</sup> In summary, reading habit is very important in improving the reading

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<sup>6</sup> Usman Kasim and Siti Raisha, *A Journal of EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities*, English Education Journal (EEJ), Vol. 8 No.3, 2017, p. 310.

<sup>7</sup> Patel, M.F. & Jain, P.M., *Op. Cit.*, p. 114.

<sup>8</sup> Winda Purnama Sari, Khairul Harha and Adzanil Prima Septy, *A Journal of The Correlation Between Students' Interests and Their Reading Habit Toward Their Reading Comprehension of Narrative Text of the Third Year Students of English Department of Bung Hatts University*, e-Journal Bung Hatta, 2016, p. 2.



comprehension. If the students rarely read, they will get difficulties in comprehend the texts. Otherwise, if reading becomes their habit or pleasure, they will use their leisure time for reading. Thus, they will have a good reading comprehension too.

Besides reading habit, intrapersonal intelligence is also one of the factors that affecting reading comprehension ability. Armstrong states that intrapersonal intelligence is self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one's strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem.<sup>9</sup> It means that the students who have high intrapersonal intelligence have a deep understanding of their feelings and they know how to motivate themselves in improving their reading comprehension ability.

Based on some facts that researcher found in the fourth semester of the English Department IAIN Kerinci, there were some information about the students' problems in reading. It was taken from an online interview toward some students at the fourth semester of the English Department on July 22<sup>nd</sup> 2020. It was done before doing a research by the researcher. As a result, the researcher found that the students still have problems in reading. When the researcher asked about their current reading comprehension, most of them said that they still have difficulties in comprehend English texts. The researcher also

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<sup>9</sup> Thomas Armstrong, *Multiple Intelligence in the Classroom (3<sup>rd</sup> edition)*, (USA: Alexandria ASCD, 2009), p. 7.



found some mistakes done by the students, they only read English texts when there was an assignment, they also did not have own reading schedule, and most of them did not care about their weakness in reading comprehension. Event though, they knew that their reading comprehension is still low, they did not try to motivate themselves in increasing their reading comprehension. It caused the students' reading comprehension is still low.

Based on the background above, the researcher was interest to find out whether there was any significant correlation among students' reading habit, intrapersonal intelligence and their reading comprehension ability. Therefore, the researcher conducted a descriptive correlational research entitled **“A Correlation Study among English Reading Habit, Intrapersonal Intelligence and Reading Comprehension Ability at the Fourth Semester of the English Department of IAIN Kerinci Academic Year 2020/2021”**.

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

Based on the background above, the researcher identified some problems that found by students in reading as follow:

1. The students still have difficulties to comprehend English texts.
2. The students rarely read English texts, they only read when there was an assignment.
3. The students did not have their own reading schedule.
4. The students did not care about their weakness in reading comprehension.
5. The students did not try to motivate themselves in increasing their reading comprehension.

### C. Limitation of the Problem

The researcher limited the problem of the research. The researcher only focused on a correlation study among English reading habit, intrapersonal intelligence and reading comprehension ability at the fourth semester of the English Department of IAIN Kerinci Academic Year 2020/2021.

### D. Research Questions

Related to the problem, the researcher formulated the problem as follow:

1. Is there any significant correlation between students' English reading habit (X1) and their reading comprehension ability (Y) at the fourth semester of the English Department of IAIN Kerinci Academic Year 2020/2021?
2. Is there any significant correlation between students' intrapersonal intelligence (X2) and their reading comprehension ability (Y) at the fourth semester of the English Department of IAIN Kerinci Academic Year 2020/2021?
3. Is there any significant correlation and influence among students' English reading habit (X1), intrapersonal intelligence (X2) and their reading comprehension ability (Y) at the fourth semester of the English Department of IAIN Kerinci Academic Year 2020/2021?

### **E. Purpose of the research**

Based on formulation of the problem above, the purpose of the research were:

1. To find out whether there was any significant correlation between students' English reading habit (X1) and their reading comprehension ability (Y) at the fourth semester of the English Department of IAIN Kerinci Academic Year 2020/2021.
2. To find out whether there was any significant correlation between students' intrapersonal intelligence (X2) and their reading comprehension ability (Y) at the fourth semester of the English Department of IAIN Kerinci Academic Year 2020/2021.
3. To find out whether there was any significant correlation and influence among students' English reading habit (X1), intrapersonal intelligence (X2) and their reading comprehension ability (Y) at the fourth semester of the English Department of IAIN Kerinci Academic Year 2020/2021.

### **F. Significant of the Research**

There were two benefits of this research, such as:

1. Practical Benefit

The result of this research hopefully can be provide some valuable and useful information for the English Department of IAIN Kerinci in developing students' quality in learning English, especially in reading subject.

## 2. Theoretical Benefit

It is expected will be a reference for the other researchers, especially for language researchers who are interested to conduct a research in correlational research, particularly about the correlation among English reading habit, intrapersonal intelligence and reading comprehension ability deeply.

## G. Definition of Key Terms

To avoid misunderstanding and misinterpretation in this research, the researcher given specific terms as follow:

### 1. Ability

“Ability is the natural aptitudes and learned capabilities required to successfully complete a task”.<sup>10</sup>

### 2. Comprehension

“Comprehension is an activity of associating or connecting a reader’s ideas or thoughts with what an author states in the text”.<sup>11</sup>

### 3. Habit

“Habit is behavior that has been repeated until it has become more less automatic, enacted without purposeful thinking, largely without any sense of awareness”.<sup>12</sup>

<sup>10</sup> Steven McShane and Mary Ann Von Glinow, *Organizational Behavior: Emerging Knowledge, Global Reality (8<sup>th</sup> edition)*, (New York: McGraw Hill Education, 2017), p. 37.

<sup>11</sup> Nurudin, I. K. Seken, L. P. Artini, *A Journal of The Effect of Numbered Head Together and Question Answer Relationship Techniques on Students’ Reading Comprehension: A Comparative Study*, e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris. Vol. 1, p. 4.

<sup>12</sup> Per Nilsen, et.al, *A Journal of Creature of habit: Accounting for the Role of Habit in Implementation Research on Clinical Behavior Change*, Implementation Science Journal, 2012, p. 1.

#### 4. Intrapersonal intelligence

Intrapersonal intelligence is self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one's strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem.<sup>13</sup>

#### 5. English Department of IAIN Kerinci

English Department is one of the programs of the Faculty of Education and Teacher Training of IAIN Kerinci. This program was opened in the academic year 2004/2005.

#### 6. IAIN Kerinci

IAIN Kerinci is an institute in Kerinci regency, the location of this institute is on Kapten Muradi Street, Pesisir Bukit Subdistrict, Sungai Penuh City. In addition, it has four faculties namely Faculty of Education and Teacher Training, Faculty of Sharia, Faculty of Economic and Islamic Business, and Faculty of Ushuluddin Adab and Da'wah.

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<sup>13</sup> Thomas Armstrong, *Loc. Cit.*



## H. Hypothesis

The hypothesis of this research can be formulated as follows:

1.  $H_0$  : There is no significant correlation between students' English reading habit (X1) and their reading comprehension ability (Y) at the fourth semester of the English Department of IAIN Kerinci academic year 2020/2021.  
 $H_1$  : There is significant correlation between students' English reading habit (X1) and their reading comprehension ability (Y) at the fourth semester of the English Department of IAIN Kerinci academic year 2020/2021.
2.  $H_0$  : There is no significant correlation between students' intrapersonal intelligence (X2) and their reading comprehension ability (Y) at the fourth semester of the English Department of IAIN Kerinci academic year 2020/2021.  
 $H_1$  : There is significant correlation between students' intrapersonal intelligence (X2) and their reading comprehension ability (Y) at the fourth semester of the English Department of IAIN Kerinci academic year 2020/2021.
3.  $H_0$  : There is no significant correlation and influence among students' English reading habit (X1), intrapersonal intelligence (X2) and their reading comprehension ability (Y) at the fourth semester of the English Department of IAIN Kerinci academic year 2020/2021.

H<sub>1</sub> : There is significant correlation and influence among students'

English reading habit (X1), intrapersonal intelligence (X2) and their reading comprehension ability (Y) at the fourth semester of the English Department of IAIN Kerinci academic year 2020/2021.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Nature of Reading

###### a. Definition of Reading

Reading is one of basic skills of language learning. Many experts have given their definition about what reading really means. According to Nunan, reading is a set skills that involves making sense and deriving meaning from the printed word. In order to read, the students must be able to decode (sound out) the printed words and also comprehend what we read.<sup>14</sup> Palani states that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving.<sup>15</sup> Lone continues that reading is the ability to recognize, and examine words or sentences and understand the information within. Besides, he adds that reading is a cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences.<sup>16</sup> In short, reading is a complex process that aims to understand what has been read in printed or written word.

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<sup>14</sup> David Nunan and Caroline Linse, *Practical English Language Teaching: Young Learners*, (Singapore: McGraw-Hill, 2005), p. 69.

<sup>15</sup> K.K. Palani, *A Journal of Promoting Reading Habits and Creating Literate Society*, International Refereed Research Journal, Vol. 3 No. 1, 2012, p. 92.

<sup>16</sup> Fayaz Ahmad Lone, *A Journal of Reading Habits of Rural and Urban College Students in the 21<sup>st</sup> Century*, Library Philosophy and Practice (e-Journal), Vol. 3 No. 586, 2011, p. 1.

On the other hand, reading is very important skill to be mastered by the students, because reading cannot be separated in the process of teaching and learning. Patel and Jain state that reading is an important activity in life with which one can update his/her knowledge. According to Mikulecky and Jeffries, reading in English is important for some reasons, such as helping students learn to think in English, helping the students build their English vocabulary, and helping students become more comfortable with writing in English.<sup>17</sup> It can be concluded that through reading, the students will not only get a lot information, but also can increase their insight and knowledge in English.

#### **b. Purpose of Reading**

Nowadays, students can read everything in every time and everywhere. But, each students may have different purpose in reading. If they are reading for pleasure or pure recreation and enjoyment, they may read either quickly or slowly based on the way they like or feel. But if they are reading to find out important information or reference of their assignments, they may do it slowly and carefully.

According to Grabe and Stoller, there are some purposes in reading, such as reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique text and reading for general information.

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<sup>17</sup> Beatrice S. Mikulecky and Linda Jeffries, *Reading Power*, (USA: Addition-Wesley Publishing Company, 1986), p. 13.

- a. Reading to search for simple information. In reading, the reader usually does scanning to get specific word or information.
- b. Reading to skim quickly. In this purpose, the reader does skimming for the text in a short time to find out the general information of the text.
- c. Reading to learn from text. It means that the reader learns the important information from the text and relates it to the reader's background knowledge.
- d. Reading to integrate information. This purpose allows the reader to read and decide what information they are going to pick.
- e. Reading to write. This purpose of reading requires the reader to read the text and get some information or sources in order to develop their writing ability.
- f. Reading to critique text. It means that the reader need to select, critique and compose the information of the text.
- g. Reading for general information is a complex reading allows the reader to read words rapidly and build strong skills in forming general meaning in representing of mind ideas which is doing in short time.<sup>18</sup>

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<sup>18</sup> William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading (2<sup>nd</sup> edition)*, (London: Routledge Taylor & Francis Group, 2011), pp. 6-8.



Furthermore, Sacha states reading can have three main purposes, such as:

- a. Reading for survival is how to be aware to the environment, to find an information like street signs, advertising or timetables.
- b. Reading for learning is reading purpose that occurs in the classroom activity and requires some goals.
- c. Reading for pleasure is something does not have to be done.<sup>19</sup>

Based on the statements above, it can be concluded that the purpose of reading is not only for pleasure, but also can increase our knowledge and insight because the reader can be able getting a lot of information through reading. Besides, the reader can be also develop their writing skill through reading.

### c. **Component of Reading**

In order to become a successful reader, the students should master the components of reading. Shahanan states that there are five essential components of reading, they are phonemic awareness, phonic, fluency, vocabulary and comprehension.

- a. Phonemic awareness

Phonemic awareness is the ability to hear and manipulate the individual sounds within words. The sounds within words are called

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<sup>19</sup> Sacha Anthony Berardo, *A Journal of The Use of Authentic Materials in the Teaching of Reading*, The Reading Matrix. Vol. 6 No. 2, 2006, p. 61.

phonemes, so awareness of these sounds is phonemic awareness. Spoken words are composed of sounds. Phonemic awareness is not about how sounds and letters match or how to sound out letters to form words. It is only about hearing and thinking about or manipulating the individual sounds within words.

b. Phonics

Phonics refers to instruction in how letters and sounds correspond to each other and how these sound-letter correspondences can be used to decode or pronounce words in text. Phonics instruction teaches students to use the relationship between letters and sounds to translate printed text into pronunciation. It includes the teaching of letter sounds, how complex spelling patterns are pronounced, and how to use this information to decode or sound out words.

c. Fluency

Oral reading fluency is the ability to read text aloud with accuracy, speed, and proper expression. It is important for students to learn to read an author's words with few deviations (accuracy), to process text with a speed sufficient to permit comprehension to occur, and with appropriate pausing and emphasis so that the text sounds meaningful (expression).

d. Vocabulary

Vocabulary refers to word meaning. Enrichment of vocabulary helps readers to comprehend a text. It means readers who have more vocabulary knowledge will have better understanding of what they have read.

e. Comprehension

Comprehension is about the construction of meaning more than about passive remembering. Comprehension is understanding what the readers have read. Reading comprehension is the act of understanding and interpreting the information within a text. Successful comprehension requires the thoughtful interaction of a reader with a text.<sup>20</sup>

It can be concluded that reading skill is built on five separate components, they are phonemic awareness, phonic, fluency, vocabulary and comprehension. These components work together to create a good reading skill. Besides, comprehension is the most important component in reading. Without comprehension, reading is useless because the readers do not understand what are being read.

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<sup>20</sup> Timothy Shanahan, *The National Reading Panel Report: Practical Advice for Teachers*, (Naperville: Learning Point Associates, 2005), pp. 6-28.

#### d. Types of Reading

Patel and Jain state that there are types of reading, they are intensive reading, extensive reading, aloud reading and silent reading.

##### a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

The material selected should parallel the type of material the advanced student would enjoy in the native language, such as short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken.

There are few characteristics of intensive reading:

- (1) This reading helps learner to develop active vocabulary.
- (2) Teacher play main role in this reading.
- (3) Linguistic items are developed.
- (4) This reading aims at active use of language.
- (5) Intensive reading is reading aloud.

(6) In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

#### b. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion.

There are few characteristics of extensive reading are:

- (1) It helps learner to develop to active vocabulary.
- (2) Extensive reading is silent reading.
- (3) In extensive reading the subject matter is emphasized.
- (4) In the extensive reading the learners play main role because they have to ask for measures.
- (5) In extensive reading the idea can be developed.
- (6) The aim of extensive reading is to enrich learners' knowledge.
- (7) Through extensive reading the good reading habit can be developed.

#### c. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud



must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be very difficult at secondary level.

#### Advantage of Aloud Reading:

- (1) It enables learner to develop the skill of reading very well by speaking or expressing ideas.
- (2) It enables learner to develop the skill of pronounce very well.
- (3) It makes reading very enjoyable while teacher uses reinforcement during reading.
- (4) Language learning is a kind of imitation. When teacher says anything or read any text, the learner also tries to imitate that. So teacher should have innovative ideas so that it can make this activity very affective.

#### Disadvantage of Aloud Reading:

- (1) Over crowd class is very big problem. The teacher cannot provide sufficient opportunities to all students.
- (2) At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.
- (3) Only bright and intelligent students learn to read aloud very well because they get chance frequently while average students

hardly get the chance of reading. So they become the passive learners.

(4) Reading aloud takes more time so it is time consuming. All students cannot read at a time so managing classroom becomes impossible.

#### d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

The advantage of silent reading:

- (1) This reading makes students very active and accurate.
- (2) Silent reading concentrates the attention of learners toward subject matter and he learns naturally.
- (3) It saves time because this activity is done at a time. All students participate together in this activity at a time.
- (4) It is very useful to develop the skill of reading fast.
- (5) This skill plays main role to increase the knowledge of students.

The disadvantage of silent reading:

- (1) This techniques is not useful at earlier stage of language learning.
- (2) Through this skill one can learn the pronunciation.
- (3) In this skill the learner can cheat the teacher if subject matter is not interested.
- (4) Only bright and intelligent students can learn this skill but average students learn it hardly.<sup>21</sup>

Based on the explanation above, it can be concluded that there are several types of reading. Each person have different types of reading skills. As the readers, the students can choose the right one depending on their objective. Therefore, it is important for the students as the readers to know the different types of reading skills to make the most of what they are reading.

## 2. Reading Comprehension

### a. Definition of Reading Comprehension

In reading process, comprehension is one of the reasons why read a written text. According to Iqbal et.al, comprehension is the one major purposes of reading.<sup>22</sup> Besides, Duffy states that comprehension is an active cycle of mental activity. It starts when readers anticipate

<sup>21</sup> Patel, M.F. and Jain, P.M., *Op. Cit.*, pp. 117-124.

<sup>22</sup> Iqbal et.al, *A Journal of Factors Responsible for Poor English Reading Comprehension at Secondary Level, Communication and Linguistic Studies*, Vol.1 No.1, 2015, p. 2.

meaning by predicting ahead of time what they will find in a passage. Good readers do not sit back and passively wait for meaning to come to them. They talk to themselves about the meaning they are building.<sup>23</sup> He adds that comprehension always involves trying to “get inside the author’s head” to see what he or she really meant when the text was composed.<sup>24</sup> Besides, Dorn and Soffos define the comprehension as a complex process regulated by cognitive, emotional, perceptual, and social experiences.<sup>25</sup> It can be concluded that comprehension is the main goal in reading. Without comprehension, reading is useless because the reader does not understand the meaning of what is being read.

Reading and comprehension are two things that cannot be separated each other. Both of them are closely interrelated. Woolley states that reading comprehension is a process of concluding of produce meaning from the text. The main goal of reading comprehension is to get whole information from the text rather than to get meaning only from words or sentences.<sup>26</sup> Snow also states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements, they are the reader, the text, and the activity the

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<sup>23</sup> Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies (2<sup>nd</sup> Edition)*, (New York: The Guildford Press, 2009), p. 107.

<sup>24</sup> *Ibid*, p. 122.

<sup>25</sup> Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension: A Reading Workshop Approach*, (Portland, Maine: Stenhouse, 2005), p. 14.

<sup>26</sup> Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science + Business Media, 2011), p. 15.

purpose of reading.<sup>27</sup> In other word, reading is a process communication between the reader and the writer. It is not only translating but reading is thinking, in order to read well in English reading material text, and the students have to think what the written text means. If the students can read but do not comprehend the meaning of the text, it is useless because comprehension is the essence of reading itself.

#### **b. Indicators of Reading Comprehension**

According to Harmer, there are some indicators to achieve a comprehensive reading as follow:

##### 1. Identifying the topic

Good readers are able to pick up the topic of a written very quickly. With the help of their own schemata they quickly get an idea of what is being talked about. This ability allows them to process the text more effectively as it progresses.

##### 2. Predicting and guessing

Readers sometimes guess in order to try and understand what is being written about, especially if they have first identified the topic. Sometimes they look forward, trying to predict what is coming; sometimes they make assumptions or guess the content from their initial glance or half-reading.

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<sup>27</sup> Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension*, (U.S: RAND Education, 2002), p. 11.



### 3. Reading for general understanding

Reading for such general comprehension means not stopping for every word, not analyzing everything that the writer includes in the text. A term commonly used in discussions about reading is skimming (which means running your eyes over a text to get a quick idea of the gist of a text). In gist reading, the reader has made a choice not to attend to every detail, but to use their processing powers to get more of a top-down view of what is going on.

### 4. Reading for specific information

In contrast to reading for gist, we read because we want specific details. In this case, we almost ignore all the other information until we come to the specific item we are looking for. In discussions about reading this skill is frequently referred to as scanning.

### 5. Reading for detailed information

Sometimes, we read in order to understand everything we are reading in detail. We read in a concentrated way to everything that is written.

### 6. Interpreting text

Readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writer

is implying or suggesting. Readers get more from reading text than the words alone suggest because, as active participants, readers use their schemata together with their knowledge of the world to expand the pictures that have been given.<sup>28</sup>

In this research, the researcher was used all of these indicators to measure the students' reading comprehension at the fourth semester of the English Department of IAIN Kerinci.

### c. Levels of Reading Comprehension

According to Westwood, comprehension has four levels, such as literal level, inferential level, critical level and creative level. The four levels of reading as follows:

#### a. Literal level

At the literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on the 10<sup>th</sup> floor; her neighbors are noisy; she has complained to the landlord before. This information is contained explicitly within the text.

#### b. Inferential level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusion. For

<sup>28</sup> Jeremy Harmer, *The Practice of English Language Teaching (3<sup>rd</sup> edition)*, (New York: Longman Publishing, 2001), pp. 201-202.

example, Miss Chow believes that her landlord will tell the neighbors to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain. The reader also gathers that the landlord is becoming a little frustrated or irritated by Miss Chow's complain.

c. Critical level

At the critical the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. For example, when Miss Chow's landlord offers her a different apartment on the 18<sup>th</sup> floor and says it is the best apartment, with the best view of the harbor, the reader knows he could be exaggerating. Critical and inferential reading together probably make the reader feel that moving up to the 18<sup>th</sup> floor may not suit Miss Chow and it is not good solution.

d. Creative level

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant make noise and the landlord receives complaints, the tenant will be asked to leave within one week. The reader might also be able to suggest

other ways of dealing with Miss Chow's problem; or might write a short story indicating what happens next time Miss Chow is disturbed by her neighbors.<sup>29</sup>

From the statements above, it can be concluded that the reading comprehension ability can be measured based on the level of students' reading comprehension. It means the level of students' reading comprehension can be measured through a reading comprehension test.

### 3. Reading Habit

#### a. Definition of Reading Habit

There are many definitions of habit. According to Riandi, habits are activities or attitudes that exist in man both physically and mentally by doing it repeatedly and in the long term. A habit is an event or experience in life that repeated over and over, from time to time, from year to year.<sup>30</sup> Moreover, Wood and Runger says that when once habitual responses are activated, people can act on the response in mind without making a decision to do so.<sup>31</sup> It means that the students with a habit will do it without any thinking as Nilsen et.al said that habit is behavior that has been repeated until it has become more or less automatic, enacted without purposeful thinking, largely without any

<sup>29</sup> Peter Westwood, *Reading and Learning Difficulties: Approaches to Teaching and Assessment*, (Australia: Acer Press, 2001), pp. 21-22.

<sup>30</sup> Riandi, *A Journal of The Effect of Reading Habit and Vocabulary Mastery toward Students' Reading Comprehension in Serang City*, Jurnal Kajian Pendidikan dan Pengajaran, Vol. 2 No.1, 2016, p. 82.

<sup>31</sup> Wendy Wood and Dennis Runger, *A Journal of Psychology of Habit*, Annual Review of Psychology, Vol. 67, 2016, p. 4.

sense of awareness.<sup>32</sup> In short, habit is an activity that is carried out continuously until it becomes automatic. When the students do some activities without thinking before, it means that they do some habits.

Besides, Chettri and Rout state that reading is considered as a habit when the reading activity done repeatedly.<sup>33</sup> Aramide states that reading habits refer to the behavior which expresses the likeness for reading and explains the purpose and preference for reading as well as frequency of reading.<sup>34</sup> Based on Shen, reading habit as the amount of books read, time spend for reading and what does read.<sup>35</sup> In conclusion, reading habit is activity which is done continuously and show the pleasure for reading that can be seen from the amount of books read, time spend for reading, and what does read.

#### **b. Indicators of Reading Habit**

To find whether students have reading habit, the researcher need to see some indicators. There are seven indicators of reading habit proposed by Gaona and Gonzales as below:

<sup>32</sup> Per Nilsen, et.al, *Loc. Cit.*

<sup>33</sup> Kushmeeta Chettri and S.K. Rout, *A Journal of Reading Habits-An Overview*, IOSR Journal of Humanities and Social Science (IOSR-JHSS), Vol. 14 No. 6, 2013, p. 13.

<sup>34</sup> Kolawole Akinjide Aramide, *A Journal of Effect of Parental Background Factors on Reading Habits of Secondary School Students in Ogun State, Nigeria*, Journal of Applied Information Science and Technology, Vol. 8 No. 1, 2015, p. 72.

<sup>35</sup> Li-Bi Shen, *A Journal of Computer Technology and College Students' Reading Habits*, Chia-nan Annual Bulletin, Vol. 32, 2006, p. 560.



a. Attitude toward reading

It is the reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading.

b. Reading frequency

It is the frequency at which the person reports to read books in their spare time.

c. Books read

It is the number of books that the person reports having read in the last three months.

d. Time spent on academic reading

It is the time that the person reports to devote to reading books on his or her study subjects.

e. Time spent on non-academic reading

It is the time that the respondent reports to devote to reading books that are not directly related to the subjects of his or her studies.

f. Motivation in the family environment

It is often reported by the person on the purchase of books, recommending books and reading interest in the family.

g. Motivation in the academic environment

It is the frequency the student reports on the teacher using activities to promote contact with psychology literature.<sup>36</sup>

In this research, the researcher was used these seven indicators of reading habit to find whether the students at the fourth semester of the English Department of IAIN Kerinci have reading habit or not.

#### 4. Intrapersonal Intelligence

##### a. Definition of Intrapersonal Intelligence

Intelligence is something that seems easy to measure, but difficult to define. According to KBBI, intelligence means the perfection of intellectual development such as sharpness of mind.<sup>37</sup> Besides, Gardner and Hatch define the intelligence as the capacity to solve problems or to fashion products that are valued in one or more cultural setting.<sup>38</sup> Based on the definitions above, it can be concluded that intelligence is a person's ability and skills to think, act and solve problems appropriately, directed and effectively.

Meanwhile, intrapersonal intelligence is one of the nine intelligences proposed by Howard Gardner, a psychologist and Harvard

University professor of education. According to Gardner, intrapersonal

<sup>36</sup> Julio Cesar Galicia Gaona and Erwin Rogelio Villuendas Gonzalez, *A Journal of Relationship Between Reading Habits, University Library and Academic Performance in A Simple of Psychology Sudents*, Revista De La Education Superior, Vol. 1 No. 157, 2011, pp. 59-60.

<sup>37</sup> Kamus Besar Bahasa Indonesia (KBBI) Online, Retrieved on August 14<sup>th</sup> 2020 from <https://kbbi.kemendikbud.go.id/>.

<sup>38</sup> Howard Gardner and Thomas Hatch, *A Journal of Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligence*, American Educational Research, Vol. 8 No. 8, 1989, p. 5.

intelligence involves the capacity to understand oneself, to have an effective working model of oneself including one's own desires, fears, and capacities and to use such information effectively in regulating one's own life.<sup>39</sup> Moreover, Armstrong states that intrapersonal intelligence is the ability to access one's own emotional life through awareness of inner moods, intentions, motivations, potentials, temperaments, and desires, and the capacity to symbolize these inner experiences, and to apply these understandings to help one live one's life.<sup>40</sup>

Based on the explanation above, it can be concluded that intrapersonal intelligence is the ability to understand own feelings, have knowledge of strength and self-weakness, able to distinguish emotions, possessing self-motivated and sensitive to self-worth and life goals.

#### **b. Indicators of Intrapersonal Intelligence**

According to Hamzah, intrapersonal intelligence has five indicators as below:

##### **1. Self-awareness**

Self-awareness is the ability to recognize and sort understand the feelings, understand the things that are felt, understand the

<sup>39</sup> Howard Gardner, *Intelligence Reframed: Multiple Intelligences for the 21<sup>st</sup> Century*, (USA: Basic Books, 1999), p. 43.

<sup>40</sup> Thomas Armstrong, *The Multiple Intelligences of Reading and Writing: Making the Words Come Alive*, (USA: ASCD, 2003), pp. 13-14.

reasons why it is felt, and knowing the cause the emergence of that feeling is felt, as well as the influence of his behavior towards other people.

In this case, if the students have high self-awareness, they know what they need and not to do in improving their reading comprehension. In addition, they can measure how distant their reading comprehension ability.

## 2. Assertiveness

Assertiveness is the ability to convey thoughts and feelings clearly, defend yourself and your opinion. Assertiveness has three basic components, namely ability to express the feelings, the ability to express the beliefs and thoughts, and the ability to defend personal rights.

In this regard, the students who have assertiveness are not embarrassed to ask their lecturer if they are not understanding about the material, especially reading.

## 3. Independence

Independence is the ability to guide and control yourself in thinking and acting, and not feeling dependent on others emotionally. The ability to be independent depends on the level of self-confidence and one's inner strength as well as the desire to

fulfill expectations and obligations without being enslaved by others.

In this matter, the students who have an independent attitude always study to understanding the reading material individually which given by the lecturer.

#### 4. Self-esteem

Self-esteem is the ability to recognize strengths and weakness, and the ability to respect and accept yourself as basically good. In this occasion, the students who have self-esteem will be respect and appreciate their own achievement be it their strengths or weaknesses in reading comprehension.

Furthermore, the students who have high self-esteem always attempted to fix their weaknesses and develop their strengths in reading comprehension.

#### 5. Self-actualization

Self-actualization is the ability to realize potential and striving for it. Striving for realizing potential owned means developing a variety of activities than can be fun and meaningful.<sup>41</sup>

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<sup>41</sup> Hamzah B. Uno, *Orientasi Baru dalam Psikologi Pembelajaran*, (Jakarta: Bumi Aksara, 2010), p. 77.



It means that the students who have self-actualization feel satisfied of their process in reading comprehension achievement. However, they always develop their reading comprehension ability.

Based on the explanation above, the researcher makes conclusions about indicators of intrapersonal intelligence as follow:

1. The ability to know and respect yourself
2. The ability to be independent
3. The ability to control emotions
4. The ability to be assertive
5. The ability to self-actualize

## **B. Review of Related Findings**

In order to support the research, below there were some previous research done by some researchers. The research dealt with a correlation study among English reading habit, intrapersonal intelligence and reading comprehension ability at the fourth semester of the English Department of IAIN Kerinci academic year 2020/2021. First, Samrotul Muawanah conducted a research by the title “*The Relationship between Students’ Reading Habit and their Reading Comprehension (A Correlational Study at the Second Grade of SMA Dua Mei Ciputat)*”.<sup>42</sup> The result of the research showed that there was a strong relationship between students’ reading habit and their reading

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<sup>42</sup> Samrotul Muawanah, Thesis: *The Relationship between Students’ Reading Habit and Their Reading Comprehension*, (Jakarta: ‘Syarif Hidayatullah’ State Islamic University, 2014).

comprehension at the second grade of SMA Dua Mei Ciputat in academic year 2013/2014.

Second, Rahmayuni Wulandari also conducted a similar research by the title “*The Correlation between Students’ Reading Habit and Students’ Reading Comprehension Ability in the First Grade of SMP PGRI 1 Gunung Pelindung, East Lampung*”.<sup>43</sup> The result of analysis showed that there was a positive significant correlation between students’ reading habit in English and their reading comprehension ability. It can be seen from the analysis by using *Pearson Product Moment Correlation*, the result showed that the t-observed was 0.642 and t-table was 0.349. It means that t-value was higher than t-table that H1 was accepted and H0 was rejected.

Third, the research about “*The Correlation between Interpersonal and Intrapersonal Intelligence and the Reading Comprehension of the Eight Grade Students of SMP Negeri 13 Palembang*” by Tia Rizki Anggraini.<sup>44</sup> The result of the research showed that the students’ intelligences was interpersonal and intrapersonal to reading comprehension of the students was low. The coefficient correlation between interpersonal intelligence and reading comprehension was 0.106. Since the significant value is higher than 0.05. It was also found that the coefficient correlation between intrapersonal intelligence and reading comprehension was 0.833. As the significant value is higher than 0.05. It means

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<sup>43</sup> Rahmayuni Wulandari, Thesis: *The Correlation between Students’ Reading Habit and Students’ Reading Comprehension Ability in the First Grade of SMP PGRI 1 Gunung Pelindung, East Lampung*, (Bandar Lampung: Lampung University, 2016).

<sup>44</sup> Tia Rizki Anggraini, Thesis: *The Correlation between Interpersonal and Intrapersonal Intelligence and the Reading Comprehension of the Eight Grade Students of SMPN Negeri 13 Palembang*, (Palembang: Sriwijaya University, 2019).

there was no significant correlation between interpersonal and intrapersonal intelligence to reading comprehension.

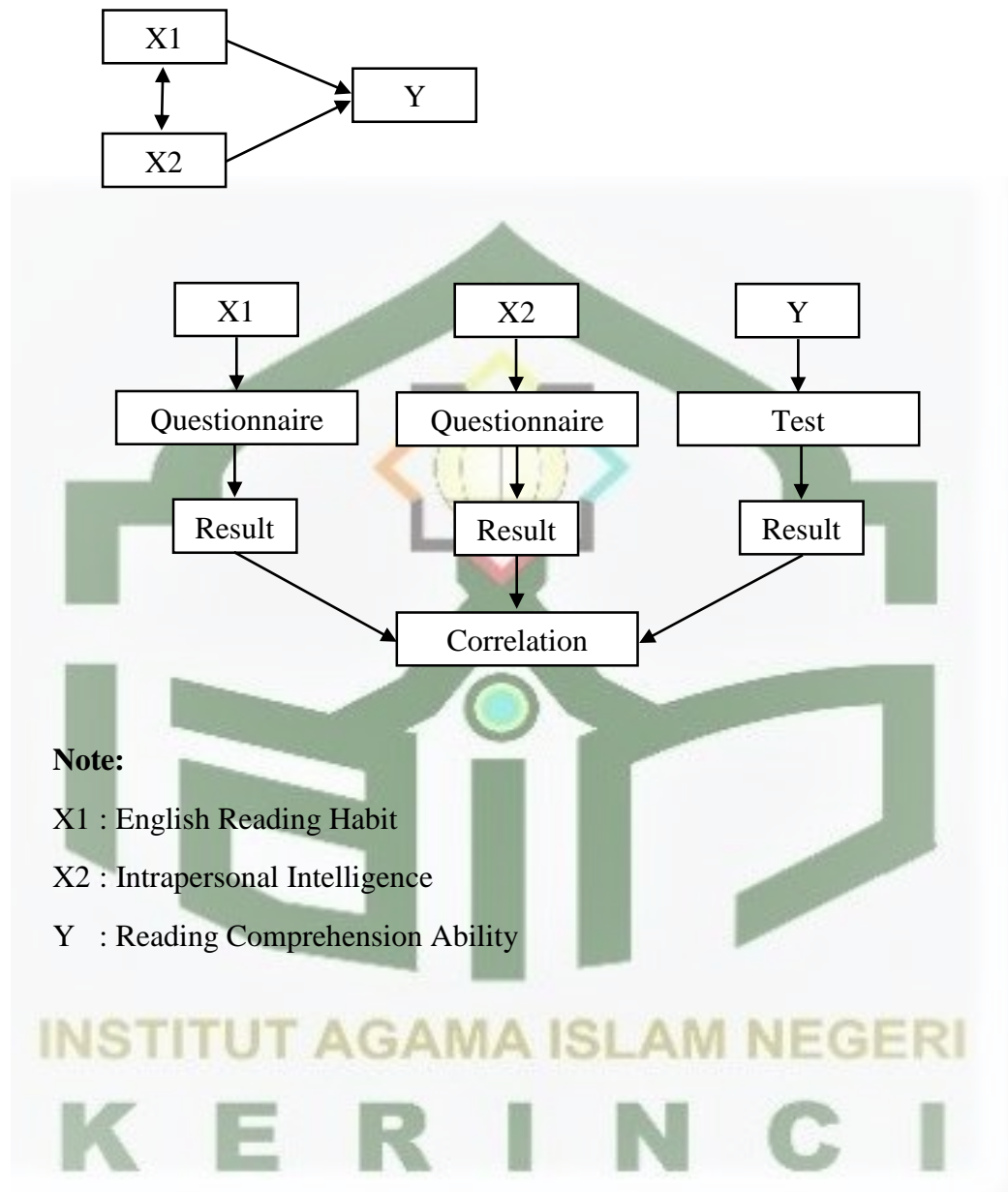
Meanwhile, the researcher conducted a research about "*A Correlation Study among English Reading Habit, Intrapersonal Intelligence and Reading Comprehension Ability at the Fourth Semester of the English Department of IAIN Kerinci Academic Year 2020/2021*". The similarities of this research with previous research are the research design and the dependent and independent variables. Where in this research also is used a correlation research design. Besides, this research with previous research also have a similarity on the dependent variable, namely reading comprehension. However, there are also similarity in several of the independent variables that are reading habit and intrapersonal intelligence. Besides, the differences of this research with previous research are where in this research, the researcher do not only involve two variables, such as the relationship between students' English reading habit and their reading comprehension or the correlation between students' intrapersonal intelligence and their reading comprehension. But, in this research, the researcher correlated those three variables, namely English reading habit (X1), intrapersonal intelligence (X2) and reading comprehension ability (Y). This research focused on finding out the correlation between students' English reading habit, intrapersonal intelligence and reading comprehension ability.

### C. Conceptual Framework

The review of the conceptual research, the researcher explained some theories underlying three variables. Those three variables were divided into two kinds of variables, namely independent and dependent variable. In this research, the students' English reading habit (X1) and the students' intrapersonal intelligence (X2) as the independent variables. Meanwhile, the students' reading comprehension ability (Y) as the dependent variable. Where English reading habit (X1) affected reading comprehension (Y), intrapersonal intelligence (X2) affected reading comprehension, and English reading habit (X1) and intrapersonal intelligence (X2) affected reading comprehension (Y).

Therefore, this research aimed to find out whether there was or there was not the significant correlation among students' English reading habit, intrapersonal intelligence and reading comprehension ability. Where the students' English reading habit and intrapersonal intelligence in reading comprehension ability measured through questionnaire. Meanwhile, the students' reading comprehension ability measured by a test. Then, the result of each test were linked each other to prove the hypothesis. Therefore, the way of thinking for this research can be illustrated as follows:

**Figure 1. The Conceptual Framework of This Research**





## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Design of the Research

In this research, the researcher was used correlational research in form of descriptive correlational. According to Creswell, a correlation is a statistical test to determine the tendency or pattern for two or more variables or to sets of data to vary consistently. Correlational design provide an opportunity for us to predict scores and explain the relationship among variables. In correlational research design, investigators use the correlation statistical test to describe and measure the degree of association or relationship between two or more variables or sets of scores.<sup>45</sup> Besides, Subana and Sudrajat state that descriptive research describes and interprets data relating to facts, circumstances, variables, and phenomena that occur during the study and presents them as they are.<sup>46</sup> Additionally, Sousa, Driessnack and Mendes also state that descriptive correlational describe the variables and the relationships that occur naturally between and among them.<sup>47</sup> It can be concluded that descriptive correlational aims to determine the correlation between two or more variables. In this research, the researcher conducted a research about a correlation study among

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<sup>45</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson, 2011), p. 159.

<sup>46</sup> Subana and Sudrajat, *Dasar-dasar Penelitian Ilmiah*, (Bandung: Pustaka Setia, 2005), p. 136.

<sup>47</sup> Sousa, Driessnack and Mendes, *A Journal of An Overview of Research Design Relevant to nursing*, Vol.15 No. 3, 2007, Retrieved on January 9<sup>th</sup> 2021 from [http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0104-1169007000300022](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0104-1169007000300022).

English reading habit, intrapersonal intelligence and reading comprehension ability at the fourth semester of the English Department of IAIN Kerinci academic year 2020/2021.

## B. Population and Sample

### 1. Population

According to Sugiyono, population is a generalization are consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then concluded.<sup>48</sup> It means that population is the objects or subjects that researched in the research.

The population of this research was the students at the fourth semester of the English Department of IAIN Kerinci which consisted 3 classes. The total number of the population of this research was 51 students. But the students who can be the sample in this research were 44 students. For more details, it can be seen in the table below:

**Table 3.1 Total of the students at the fourth semester of the English Department of IAIN Kerinci**

NO.	Class	Number of Students
1.	4 A	18
2.	4 B	18
3.	4 C	15
<b>Total of Students</b>		<b>51</b>

<sup>48</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif and R&D*, (Bandung: Alfabeta, 2016), p. 80.

## 2. Sample

Sugiyono states that sample is part of the number and characteristics of the population. If the population is large, and it is impossible for researchers to study everything in the population, for example because of limited funds, energy and time, the researcher can use samples taken from that population.<sup>49</sup>

Referring the number of population, it can be seen the number of sample. The sample of this research was all of students at the fourth semester of the English Department of IAIN Kerinci. The sample of this research was taken by using total sampling. According to Sugiyono, total sampling is a sampling technique when all of the population are used as the sample.<sup>50</sup> The researcher was used the total sampling as a sampling technique of this research because the population was less from 100.

### C. Instrument of the Research

Instrument have an important function in the research. It was used as a tool for collected the data from the sample. There were some instruments that was used in this research, they were test and questionnaire.

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<sup>49</sup> *Ibid*, p. 81.

<sup>50</sup> *Ibid*, p. 85.

## 1. Test

According to Brown, a test, in simple terms, is a method of measuring a person's ability, knowledge or performance in a given domain.<sup>51</sup>

In this research, a test was used in collected the data of students' reading comprehension ability. The indicators of reading comprehension test was taken from Jeremy Harmer theory and the questions of reading comprehension test were taken from "Five Hundred and One Reading Comprehension Questions Books".<sup>52</sup> Reading comprehension test contained two parts: respondent's biodata and questions of reading comprehension test. Besides, reading comprehension test was an objective test in multiple choices form which consisted 30 questions. For more details, it can be seen on the table below:

**Table 3.2 Reading Comprehension Indicators for Try Out**

No.	Indicators	Items	Total
1.	Identifying the topic	6, 11, 20, 21, 22	5 items
2.	Predicting and guessing	1, 8, 23, 28, 30	5 items
3.	Reading for general understanding	7, 14, 16, 17, 26	5 items
4.	Reading for specific information	4, 9, 12, 24, 29	5 items
5.	Reading for detailed information	2, 13, 15, 18, 19	5 items
6.	Interpreting text	3, 5, 10, 25, 27	5 items
<b>Total</b>			<b>30</b>

<sup>51</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (San Francisco, California: Longman, 2003), p. 3.

<sup>52</sup> Learning Express Organization, *Five Hundred and One Reading Comprehension Questions* (4<sup>th</sup> edition), (Learning Express: New York, 2010).

Moreover, there were five options in each item (A, B, C, D). The researcher gave one point for the correct answer and zero point for the incorrect answer. Besides, the data for reading comprehension test was analyzed by calculating the students score. The researcher was used the following formula:

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

**Note:**

P = student score

F = number of true answer

N = number of test item<sup>53</sup>

Furthermore, to analyze the students' reading comprehension ability, the researcher assessed the students score by using the classification score by Arikunto and Academic FTIK IAIN Kerinci. It can be seen on the table below:

**Table 3.3 The Categorize of the Students' Reading Comprehension Ability Score**

NO.	Grade	Scores	Criteria
1.	A	80-100	Excellent
2.	B	70-79	Good
3.	C	60-69	Fair
4.	D	50-59	Poor
5.	E	0-49	Very Poor

Source: Arikunto, 2009, p. 245. (Academic FTIK IAIN Kerinci)

<sup>53</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p. 81.



In addition, before the reading comprehension test was used as the instrument to collect the data, it was tried out before to know its validity, reliability, index difficulties and discrimination power index. From 30 questions, the researcher took 20 valid items for the real test. It presented in the following table:

**Table 3.4 Reading Comprehension Indicators for the Real Test**

No.	Indicators	Items	Total
1.	Identifying the topic	3,6,13,14	4 items
2.	Predicting and guessing	1,15,20	3 items
3.	Reading for general understanding	4,9,11	3 items
4.	Reading for specific information	5,7,16,19	4 items
5.	Reading for detailed information	8,10,12	3 items
6.	Interpreting text	2,17,18	3 items
<b>Total</b>			<b>20</b>

## 2. Questionnaire

In this research, the data of English reading habit and intrapersonal intelligence were collected by using questionnaire. According to Subana and Sudrajat, a questionnaire is a set of questions or statements that the respondent have to answer or complete.<sup>54</sup>

In addition, the questionnaire of English reading habit and intrapersonal intelligence have been given in Indonesian. It aimed to help the students easier to understand the meaning of the statements in the questionnaires. Besides, the questionnaires contained three parts: instructions, respondent's biodata and questionnaire items. The

<sup>54</sup> Subana and Sudrajat, *Op. Cit.*, p. 136.

questionnaires were used five alternative answer based on Likert scale. Where positive statement was on scale 5-1, while negative statement was on scale 1-5. For more details, the scale of the questionnaires were presented in the table below:

**Table 3.5 The Likert Scale Rating**

Optional	Characteristics of Item	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Source: Jainuri, M, 2015.

Moreover, the indicators of English reading habit questionnaire was taken from Gaona and Gonzales theory. While the questionnaire was adapted from Indriani<sup>55</sup> and Rika Kusuma Wardani.<sup>56</sup> It consisted 35 items as follows:

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<sup>55</sup> Indriani, Thesis: *Correlation between Reading Habit and Reading Comprehension Achievement of English Department Students of IAIN Palangka Raya*, (Palangka Raya: IAIN Palangka Raya, 2019).

<sup>56</sup> Rika Kusuma Wardani, Thesis: *A Correlation Study between Students' Reading Habit on English Text and Their Oral Reading fluency of Eleventh Grade of MAN Tenganan in the Academic Year of 2017/2018*, (Salatiga: State Institute for Islamic Studies Salatiga, 2019)

**Table 3.6 English Reading Habit Indicators**

NO.	Variable	Indicators	Items (+)	Items (-)	Total
1.	Reading Habit	Attitude toward reading	1, 2, 3	4, 5	5
2.		Reading frequency	6, 8, 10	7, 9	5
3.		Books read	11, 13, 15	12, 14	5
4.		Time spent on academic reading	16, 18, 20	17, 19	5
5.		Time spent on non-academic reading	21, 23, 25	22, 24	5
6.		Motivation in the family environment	26, 28, 29	27, 30	5
7.		Motivation in the academic environment	31, 33, 35	32, 34	5
<b>Total</b>					<b>35</b>

Meanwhile, the indicators of intrapersonal intelligence was taken from Hamzah theory and the questionnaire was adapted from Dawimah Nur Hayati<sup>57</sup> and Fitri Mares Efendi.<sup>58</sup> It consisted 40 items. It can be seen on the table below:


  
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<sup>57</sup> Dawimah Nur Hayati, Skripsi: *Hubungan antara Kecerdasan Intrapersonal dengan Keaktifan Belajar Siswa Kelas IV di SD IT Ulil Albab Gondangrejo, Karanganyar Tahun Pelajaran 2018/2019*, (Surakarta: Institut Agama Islam Negeri Surakarta, 2019).

<sup>58</sup> Fitri Mares Efendi, Skripsi: *Hubungan antara Kecerdasan Intrapersonal dengan Prestasi Belajar Siswa kelas IV Gugus 1 Kecamatan Srandakan Kabupaten Bantul Yogyakarta Tahun Ajaran 2014/2015*, (Yogyakarta: Universitas Yogyakarta, 2015).

**Table 3.7 Intrapersonal Intelligence Indicators**

NO.	Indicators	Descriptions	Items (+)	Items (-)	Total
1.	Self-awareness	The ability to control emotions	1, 3, 5, 7	2, 4, 6, 8	8
2.	Assertiveness	The ability to be assertive	9, 11, 13, 15	10, 12, 14, 16	8
3.	Independence	The ability to be independent	17, 19, 21, 23	18, 20, 22, 24	8
4.	Self-esteem	The ability to know and respect ourselves	25, 27, 29, 31	26, 28, 30, 32	8
5.	Self-actualization	The ability to self-actualize	33, 35, 37, 39	34, 36, 38, 40	8
	<b>Total</b>		<b>20</b>	<b>20</b>	<b>40</b>

Furthermore, before giving the questionnaires to the students, the researcher analyzed the validity and reliability of the questionnaires first. It found that there were 35 valid items for English reading habit questionnaire and 40 valid items for intrapersonal intelligence questionnaire. It means that all of items were valid and reliable. In other words, it can be used for the real test.

Besides, modification process of the questionnaires as follows:

(1) The researcher modified some items of the questionnaires. It aimed to match between the items of the questionnaires and sample in this research.

(2) After that, the researcher set the format of the questionnaires. It consisted of three parts. Those were instructions, respondent's biodata and questionnaire items.

(3) Then, the researcher conducted try out first before the questionnaires were used as the research instrument. It aimed to find out which items were valid and reliable.

(4) After the items declared were valid and reliable, then those items can be used for the real test. In this case, the validity and reliability test of this research showed that all of questionnaires items were declared valid and reliable. In other words, items of English reading habit and intrapersonal intelligence questionnaire can be used as the instrument for the real test.

#### D. Try Out

##### 1. Validity Test

According to Creswell, validity is the development of sound evidence to demonstrate that the test interpretation of scores about the concept or construct that the test is assumed to measure matches its proposed use.<sup>59</sup> Besides, Arikunto states that a test is valid if it measure what it purpose to measure.<sup>60</sup>

Furthermore, to find out the validity of instrument, the researcher was used the formula *Correlation Product Moment* by using *SPSS (Statistical Program for Social Science) 20.0 for windows* with the

following formula:

<sup>59</sup> John W. Creswell, *Op. Cit.*, p. 159.

<sup>60</sup> Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*, (Jakarta: Bumi Aksara, 2002), p. 86.



$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

**Note:**

N = the number of students

X = scores item point

Y = total score item

$r_{xy}$  = coefficient of correlation between X and Y<sup>61</sup>

**2. Reliability Test**

Creswell defines reliability is scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times.<sup>62</sup> Besides, Arikunto states that a test can be said to have a high level of confidence if the test can provide consistent result.<sup>63</sup> It means that a research instrument can be said to be reliable if the results of the measurements on the same subject and do several times are obtained results which are not too different.

In addition, reliability used to see whether the test can be trusted to be used as a tool of data collecting technique or not. The researcher was used Cronbach's Alpha by using *SPSS (Statistical Program for Social Science) 20.0 for windows* with formula below:

<sup>61</sup> Subana and Sudrajat, *Op. Cit.*, p. 130.

<sup>62</sup> John W. Creswell, *Loc. Cit.*

<sup>63</sup> Suharsimi Arikunto, *Op. Cit.*, p. 86.

$$r_{11} = \left[ \frac{n}{n-1} \right] \left[ 1 - \frac{s^2 - \sum \delta i^2}{\delta t^2} \right]$$

**Note:**

$r_{11}$  = test reliability of instrument

$n$  = the number of question items of the question

$p$  = subject proportion who has correct answer on each question items

$S^2$  = total of variant

$p$  = number of degree answer

$q$  = the number of fault answer  $(1-p)^{64}$

**Table 3.8 The level of Reliability**

Interval	Criteria
0,800 - 1,000	Very Reliable
0,600 – 0,799	Reliable
0,400 – 0,599	Quite Reliable
0,200 – 0,399	Rather Reliable
> 0,200	Less Reliable

Source: Guilford, 1956, p. 145.

**3. Index Difficulties**

The purpose of difficulty index was to know the items of test was easy or difficult. The researcher calculate it by using *SPSS (Statistical Program for Social Science) 20.0 for windows* with the formula below:

<sup>64</sup> Suharsimi Arikunto, *Op. Cit.*, p. 100.

$$P = \frac{B}{JS}$$

**Note:**

P = difficulty items

B = number of students who has correct answer for the item

JS = number all of students<sup>65</sup>

**The clarification:**

0,00 – 0,20 = Difficult

0,21 – 0,70 = Average

0,71 – 1,00 = Easy

**4. Discrimination Power Index**

Discrimination power index is the ability of an item to distinguish between students who can answer questions correctly and students who cannot answer the questions correctly. In this case, the researcher calculate it by using *SPSS (Statistical Program for Social Science) 20.0 for windows* with the following formula:

$$DP = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$$

<sup>65</sup> Daryanto, *Evaluasi Pendidikan (Cet. 7)*, (Jakarta: Rineka Cipta, 2012), pp. 180-181.

**Note:**

DP = discrimination

BA = number of up group members who has correct answer

BB = number of down group members who has correct answer

JA = number of up group members

JB = numbers of down group members<sup>66</sup>

**The clarification:**

0,40 – 1,00 = Very good

0,30 – 0,39 = Good

0,20 – 0,29 = Enough

0,00 – 0,19 = Bad

From the clarification above, it can be concluded that the questions was said to have good discrimination power index if they were in the range not less than 0,20.

In this research, there were 7 items of reading comprehension test for bad level, 2 items in enough level, and 21 items for good category. (See

**Appendix 8)**

<sup>66</sup> Subana and Sudrajat, *Op. Cit.*, pp. 239-249.

## E. Technique of Analysis Data

In this research, the researcher was used Pearson Product Moment and Multiple Linear Regression to analyze the data. Before that, the researcher conducted a classical assumption test first.

### 1. Classical Assumption Test

A classical assumption test was conducted before the researcher analyzing data by using Pearson Product Moment and Multiple Linear Regression with SPSS. It aimed to ensure that the data was normally distributed and whether the regression model used did not have linearity, multicollinearity and heteroscedasticity problems. Linear regression model was called a good model if it filled the classical assumptions. Therefore, the classical assumption test was needed. If it was filled, then the analysis model was feasible to use. The classical assumption test consisted as follows:

#### 1) Normality Test

The purpose of normality test was to know whether the data used was normally distributed or not, because the data was called good if the data was normally distributed. In this case, the researcher was used

Shapiro Wilk to calculate it by using *SPSS (Statistical Program for Social Science) 20.0 for windows* with the formula below:

$$W = \left( \frac{\sum_{i=1}^n a_i x_{(i)}}{\sum_{i=1}^n (x_i - \bar{x})^2} \right)$$



**Note:**

$x_{(i)}$  = (with parentheses enclosing the subscript index  $i$ ; not to be confused with  $x_{(i)}$  is the  $i$ th order statistic, i.e., the  $i$ th-smallest number in the sample;

$\bar{x} = (x_1 + \dots + x_n) / n$  is the sample mean.

The coefficients  $\alpha_i$  are given by:

$$(\alpha_1, \dots, \alpha_n) = \frac{m^T V^{-1}}{C}$$

Where  $C$  is a vector norm:

$$C = \|V^{-1}m\| = (m^T V^{-1} V^{-1} m)^{1/2}$$

and the vector  $m$ :

$$m = (m_1, \dots, m_n)^T$$

and  $V$  = the covariance matrix of those normal order statistics.

The criteria of normality test:

If the significant value  $> 0,05$ , it means that the research data was distributed normal. Conversely, if the significant value  $< 0,05$ , it means that the research data was undistributed normal.

## 2) Linearity Test

The linearity test aimed to determine whether three variables have a significant linear relationship or not. A good correlation should

be have a linear relationship between the dependent and independent variables. The researcher calculate the linearity by using *SPSS (Statistical Program for Social Science) 20.0 for windows* with the following formula:

$$|t_{Lin}| = \frac{|a|}{\left[ \frac{s}{\sqrt{\sum(x - \bar{x})^2}} \right]}$$

$$\text{Where } S = \sqrt{\frac{\sum y^2 - b \sum y - a \sum xy}{n-2}}$$

a = slope

x = reference value

y = bias value

b = y-intercept

n = total number of measurements made

Criteria of linearity test can be seen from the following ways:

(1) Compared of significant value with 0,05

If the deviation value from significant linearity  $> 0,05$ , so there was significant linear correlation between independent and dependent variable. While if the deviation value from significant linearity  $< 0,05$ , so there was not significant linear correlation between independent and dependent variable.

(2) Compared between  $F_{count}$  and  $F_{table}$

If  $F_{count} < F_{table}$ , it indicated that there was significant linear correlation between independent and dependent variable. Otherwise,

if  $F_{count} > F_{table}$ , it indicated that there was not significant linear correlation between independent and dependent variable.

3) Multicollinearity Test

The purpose of multicollinearity test was to know whether the regression model found a strong correlation between independent

variables. If there was a strong correlation between the independent variables, then the correlation between the independent variables and the dependent variable was disturbed. In this case, the researcher was used Variance Inflation Factors (VIF) to calculate it by using *SPSS (Statistical Program for Social Science) 20.0 for windows* with the formula below:

$$VIF_i = \frac{1}{1 - R_i^2}$$

**Note:**

$R_i^2$  = R-squared value obtained by regressing independent variable  $X_1$  on all the other independent variables in the model.

Criteria of multicollinearity test can be seen from the following ways:

(1) Based on the tolerance value

If tolerance value  $> 0,10$ , it showed that there was not multicollinearity in regression model. Contrastingly, if tolerance value  $< 0,10$ , it showed that there was multicollinearity in regression model.

(2) Based on the value of Variance Inflation Factor (VIF)

If the value of Variance Inflation Factor (VIF)  $< 10,00$ , it means that there was no multicollinearity in regression model. In reverse, if the

value of Variance Inflation Factor (VIF) > 10,00, it means that there was multicollinearity in regression model.

#### 4) Heteroscedasticity Test

The heteroscedasticity test aimed to know whether in the regression model there was an inequality of variance (variation) from the residual value of one observation to another observation. The researcher was used Glejser test to calculate the heteroscedasticity by using *SPSS (Statistical Program for Social Science) 20.0 for windows* with the following formula:

$$|e_i| = \gamma_0 + \gamma_1 X_i + v_i$$

$$|e_i| = \gamma_0 + \gamma_1 \sqrt{X_i} + v_i$$

$$|e_i| = \gamma_0 + \gamma_1 \frac{1}{X_i} + v_i$$

The criteria of Heteroscedasticity:

If the significant value > 0,05, it point to that there was not heteroscedasticity in regression model. Whereas, if the significant value < 0,05, it point to that there was heteroscedasticity in regression model.

## 2. Correlation Analysis

### 1) Correlation Product Moment

To find out the correlation between (1) Students' English reading habit and reading comprehension ability, and (2) Students' intrapersonal

Intelligence and reading comprehension ability, the researcher was used Pearson Product Moment Correlation by using *SPSS (Statistical Program for Social Science) 20.0 for windows* with the formula below:

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

**Note:**

N = the number of students

X = scores item point

Y = total score item

$r_{xy}$  = coefficient of correlation between X and Y<sup>67</sup>

**Table 3.9 Interpretation of the Coefficient Correlation Index**

Interval Coefficient	Interpretation
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Fair
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Source: Sugiyono, 2014, p. 257.

### 3. Regression Analysis

#### 1) Multiple Linear Regression

To determine the correlation and influence of independent variables (English reading habit and intrapersonal intelligence) toward dependent variable (Reading omprehension ability), the researcher was

<sup>67</sup> Subana and Sudrajat, *Op. Cit.*, p. 130.



used Multiple Linear Regression by using *SPSS (Statistical Program for Social Science) 20.0 for windows* with the formula below:

$$Y = \alpha + \beta_1\chi_1 + \beta_2\chi_2 + e$$

**Note:**

$Y$  = Dependent Variable (Reading Comprehension Ability)

$\alpha$  = Constanta Coefficient

$\beta_1\beta_1$  = Regression Coefficient

$\chi_1$  = Independent Variable (Reading Habit)

$\chi_2$  = Independent Variable (Intrapersonal Intelligence)

$e$  = Error Term

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## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

##### 1. The Result of Try Out

##### a. Result Try Out of Reading Comprehension Ability Test

##### (1) Validity of Reading Comprehension Ability Test

Validity is the degree to which a test measures what is it supposed to measure.<sup>68</sup> To calculate the validity of reading comprehension test, the researcher used *SPSS (Statistical Program for Social Science) 20.0 for windows*. Besides, the minimum standard of validity test is 0,05 (5%).

The researcher has distributed test of students' reading comprehension ability. The test of reading comprehension was an objective test in form of multiple-choices test which consisted 20 questions. There were four options (A, B, C and D) in each question.

The result of the validity of reading comprehension test, there were 20 items got *valid* and 10 items got *invalid*, there were number 2, 3, 4, 8, 10, 16, 19, 20, 26, and 28. Therefore, the researcher removed 10 items that invalid and only used 20 items that valid for real test. (See Appendix 6)

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<sup>68</sup> Gay, L.R, *Educational Research: Competencies for Analysis and Application*, (London: Merrill Publishing Company, 1987), p.128.

## (2) Reliability of Reading Comprehension Ability Test

A reliable test is consistent and dependable.<sup>69</sup> The test has been tried out first, to find out the reliability of the test. This test function was to make the researcher more accurate and to find out whether the test appropriate or not. The result of try out was calculated by using Cronbach's Alpha was a statistic generally used as a measurement of internal consistency or reliability. Table 4.1 showed the result of reliability test of instrument.

**Table. 4.1 Reliability Statistics of Reading Comprehension Try Out**

Reliability Statistics	
Cronbach's Alpha	N of Items
.903	30

Based on the result of the test, it has found that the value of reliability was 0,903. It means the interpretation criteria of the correlation coefficient was high levels (See Table 3.8 on page 51). However, from 30 questions there were only 20 valid questions that could be used for the real test.

<sup>69</sup> H. Douglas Brown, *Op. Cit*, p.20.

### (3) Difficulty Index of Reading Comprehension Ability Test

The aim of difficulty index was to know the item is easy or difficult. To calculate it, the researcher used *SPSS (Statistical Program for Social Science) 20.0 for windows*.

There were 30 items that used for try out at the fourth semester (Class A). After the researcher doing try out to the students, the result of difficulty index were obtained 1 item got *easy* level, 1 item got *difficult* level and 28 items got *average* level.

The item that got *easy* level was number 29 with value  $> 0,70$ . While the item that got *difficult* level was number 10 with value  $< 0,20$ . Besides, there were 28 items that got *average* level. It means that it was suitable with the difficulty index table, and the items can be used for the real test. However, there were several items that got *invalid* were items number 2, 3, 4, 8, 16, 19, 20, 26 and 28. Therefore, the researcher only used 20 items for the real test.

### (4) Discrimination Power Index of Reading Comprehension Test

Besides looking for the difficulty index, the researcher also would like to identify the Discrimination Index of Items. From the table of discrimination power index, there were 7 items in *bad* level, 2 items in *enough* level, and 21 items in *good* category. (See Appendix 8)

## **b. Result Try Out of Reading Habit Questionnaire**

### **(1) Validity of English Reading Habit Questionnaire**

To calculate the validity of English reading habit questionnaire, the researcher used *SPSS (Statistical Program for Social Science) 20.0 for windows*. The minimum standard of validity questionnaire was 0,05 (5%).

The researcher has distributed questionnaire of students' English reading habit. The questionnaire consisted 35 statements with 5 alternatives Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The scores ranges for positive statements from 5 to 1, while for negative statements from 1 to 5 using Likert Scale. (See Table 3.5 on page 46)

The result of the validity of English reading habit questionnaire, there were 35 items got *valid*. Therefore, all of the items can be used for the real test. (See appendix 9)

### **(2) Reliability of English Reading Habit Questionnaire**

The questionnaire has been tried out first, to find out the reliability of the questionnaire. This test function was to make the researcher more accurate and to find out whether the questionnaire appropriate or not. The result of try out was calculated by using Cronbach's Alpha was a statistic generally used as a measurement



of internal consistency or reliability. Table 4.3 showed the result of reliability questionnaire of instrument.

**Table 4.2 Reliability Statistics of English Reading Habit Try Out**

Reliability Statistics	
Cronbach's Alpha	N of Items
.992	35

Based on the result of the test, it has found that the value of reliability was **0,992**. It means the interpretation criteria of the correlation coefficient was *high* level (See Table 3.8 on page 51).

### c. Result Try Out of Intrapersonal Intelligence Questionnaire

#### (1) Validity of Intrapersonal Intelligence Questionnaire

To calculated the validity of intrapersonal intelligence questionnaire, the researcher was used *SPSS (Statistical Program for Social Science) 20.0 for windows*. The minimum standard of validity questionnaire was 0,05 (5%).

The researcher has distributed questionnaire of students' intrapersonal intelligence. The questionnaire consisted 40 statements with 5 alternatives Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The scores ranges for positive statements from 5 to 1, while for negative statements from 1 to 5 using Likert Scale. (See Table 3.5 on page

46)

The result of the validity of intrapersonal intelligence questionnaire, there were 40 items got *valid*. Therefore, all of the item can be used for the real test. (See appendix 10)

## (2) Reliability of Intrapersonal Intelligence Questionnaire

The result of try out was calculated by using Cronbach's Alpha was a statistic generally used as a measurement of internal consistency or reliability. Table 4.4 showed the result of reliability questionnaire of instrument.

**Table 4.3 Reliability Statistics of Intrapersonal Intelligence Try Out**

Reliability Statistics	
Cronbach's Alpha	N of Items
.972	40

Based on the result of the test, it has found that the value of reliability was **0,972**. It means the interpretation criteria of the correlation coefficient was *high* level (See Table 3.8 on page 51).

## 2. The Result of Research

### a. Analysis of Data

#### (1) Students' Reading Comprehension Ability Score

In this research, the students' reading comprehension ability was as the dependent variable (Y). To know students' reading comprehension ability score, the researcher conducted an online test

with a duration of 60 minutes who answered by 44 of 51 students on April 21<sup>st</sup> 2021. (See Appendix 11)

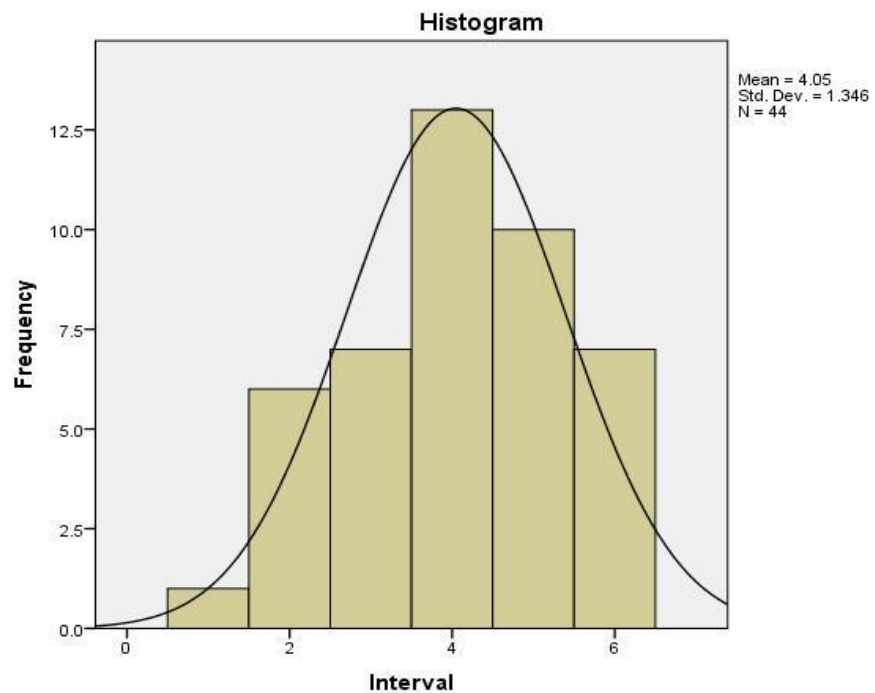
For more details, distribution frequency of Reading Comprehension Ability variable can be seen in the table below:

**Table 4.4 Descriptive Statistics of Students' Reading Comprehension Ability (Y)**

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60 - 64	1	2.3	2.3	2.3
	65 - 69	6	13.6	13.6	15.9
	70 - 74	7	15.9	15.9	31.8
	75 - 79	13	29.5	29.5	61.4
	80 - 84	10	22.7	22.7	84.1
	85 - 89	7	15.9	15.9	100.0
	Total	44	100.0	100.0	

Based on the table above, it can be described in the following histogram:

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The table and histogram above showed that the most frequency of Reading Comprehension Ability variable was on interval **75-79** with the total 13 students (**29,5%**) and at least was on interval **60-64** with the total 1 students (**2,3%**). It can be concluded that Students' Reading Comprehension Ability were on the *good category* with the total 13 students who got the score **75-79** of 44 students.

## (2) Students' English Reading Habit and Intrapersonal Intelligence Score

In this case, students' reading habit and intrapersonal intelligence in learning English were the independent variable (X1 and X2). To measure the students' English reading habit and intrapersonal intelligence in learning English, the researcher was used a technique by distributing questionnaire.

### (a) Questionnaire of English Reading Habit

The students' English reading habit was as the independent variable (X1). To know students' English reading habit score, the researcher given the questionnaire which consisted 35 items via online to the 44 students (See Appendix 12).

The questionnaire was assessed by Likert scale rating which has five options that were Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

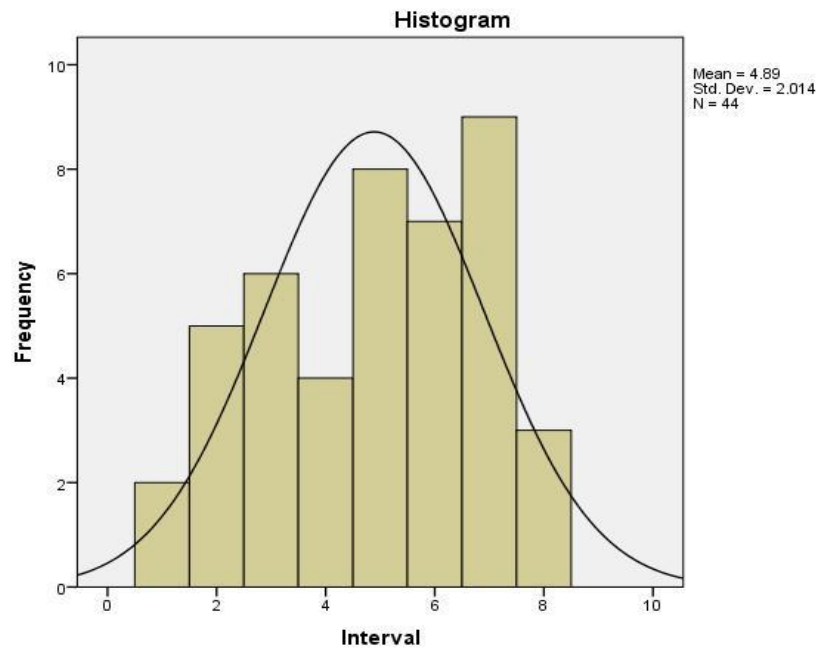
Precisely, distribution frequency of English Reading Habit variable can be seen in the table below:

**Table 4.5 Descriptive Statistics of Students' English Reading Habit (X1)**

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	83 - 90	2	4.5	4.5	4.5
	91 - 98	5	11.4	11.4	15.9
	99 - 106	6	13.6	13.6	29.5
	107 - 114	4	9.1	9.1	38.6
	115 - 122	8	18.2	18.2	56.8
	123 - 130	7	15.9	15.9	72.7
	131 - 138	9	20.5	20.5	93.2
	139 - 146	3	6.8	6.8	100.0
	Total	44	100.0	100.0	

Based on the table above, it can be described in the following histogram:





The table and histogram above showed that the most frequency of English Reading Habit variable was on interval **131-138** with the total 9 students (**20,5%**) and at least was on interval **83-90** with the total 2 students (**4,5%**).

#### (b) Questionnaire of Intrapersonal Intelligence

The students' intrapersonal intelligence was as the independent variable (X2). To know students' intrapersonal intelligence score, the researcher given the questionnaire which consisted 40 items to the 44 students (**See Appendix 13**).

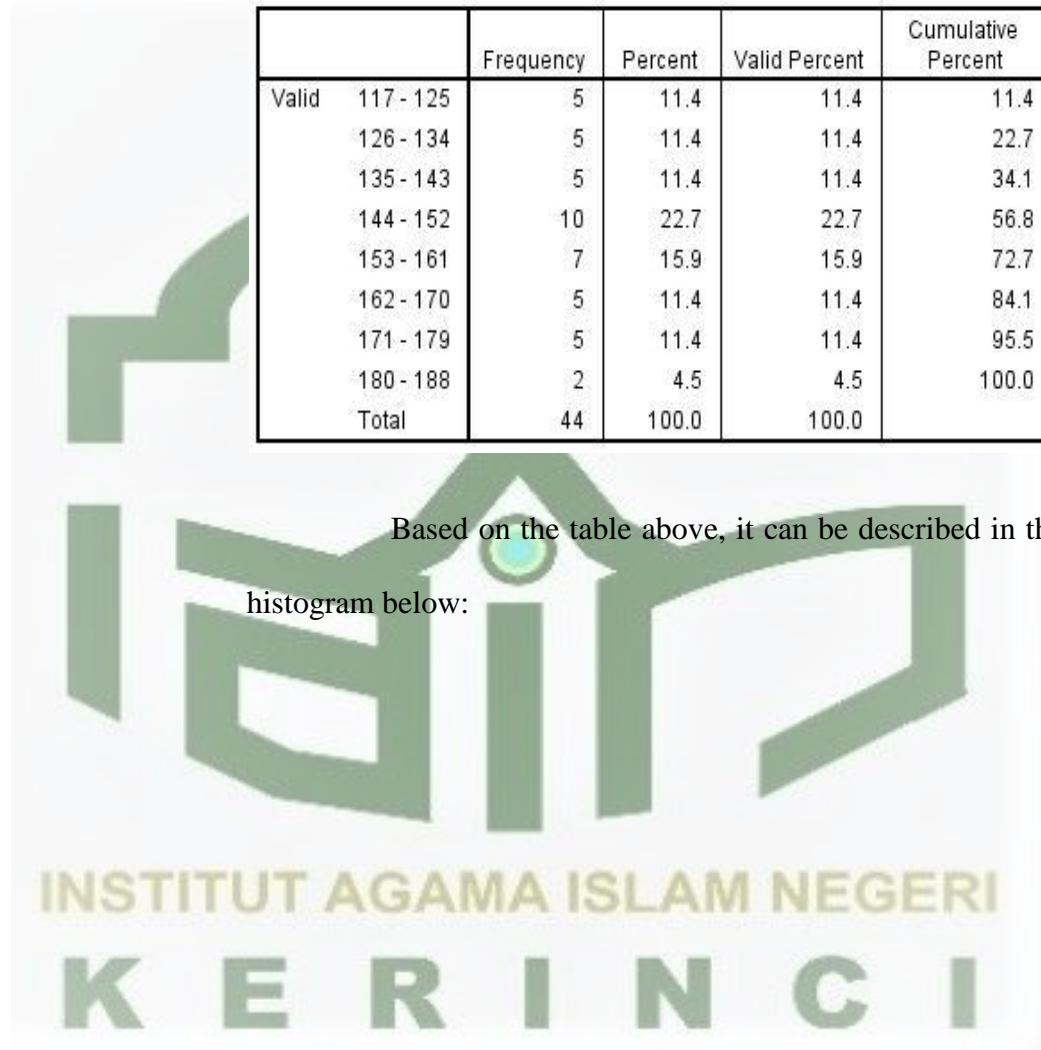
The questionnaire was assessed by Likert scale rating which has five options that were Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

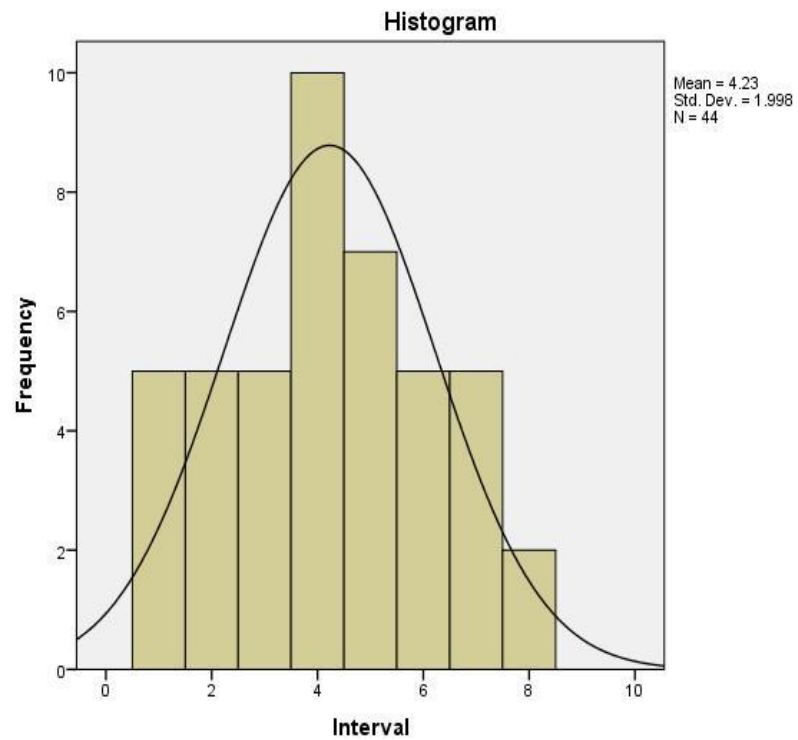
More closely, distribution frequency of Intrapersonal Intelligence variable can be seen in the following table:

**Table 4.6 Descriptive Statistics of Students' Intrapersonal Intelligence (X<sub>2</sub>)**

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	117 - 125	5	11.4	11.4	11.4
	126 - 134	5	11.4	11.4	22.7
	135 - 143	5	11.4	11.4	34.1
	144 - 152	10	22.7	22.7	56.8
	153 - 161	7	15.9	15.9	72.7
	162 - 170	5	11.4	11.4	84.1
	171 - 179	5	11.4	11.4	95.5
	180 - 188	2	4.5	4.5	100.0
	Total	44	100.0	100.0	

Based on the table above, it can be described in the histogram below:





The table and histogram above showed that the most frequency of Intrapersonal Intelligence variable was on interval **144-152** with the total 10 students (**22,7%**) and at least was on interval **180-188** with the total 2 students (**4,5%**).

**Table 4.7 Summary of Students' English Reading Habit (X1), Intrapersonal Intelligence (X2) and Reading Comprehension Ability (Y)**

Number	Parameter	X1	X2	Y
1	Minimum	83	117	60
2	Maximum	142	181	85
3	Range (R)	59	64	25
4	Class Multiple (K)	7	7	7
5	Class Interval (I)	8	9	5
6	Mean	4,89	4,23	4,05

Based on the table above, it can be seen that the *minimum* score of **Students' English Reading Habit (X1)** was **83** and the *maximum* score was **142**, *range* score was **59**, *class multiple* was **7**, *class interval* was **8**, *mean* score was **4,89**. While the *minimum* score of **Students' Intrapersonal Intelligence (X2)** was **117** and the *maximum* score was **181**, *range* score was **64**, *class multiple* was **7**, *class interval* was **9**, *mean* score was **4,23**. Then, the *minimum* score of **Students' Reading Comprehension Ability (Y)** was **60** and the *maximum* score was **85**, *range* score was **25**, *class multiple* score was **7**, *class interval* was **5** and *mean* score was **4,05**.

## b. Test of Hypothesis

### (1) Classical Assumption

Before the researcher analyze the correlation and influence among variables, the researcher conducted the classical assumption test. If it was filled, then the analysis model was feasible to use. The classical assumption consisted as follows:

#### (a) Normality Test

Based on the Kolmogorov-smirnov Normality test by using SPSS, it can be seen that Asymp Sig. in 0,980. It was higher than 0,05. So, based on the basis of decision making in Kolmogorov Smirnov Normality test, it can be concluded that the data was normally distributed.

**Table 4.8 Normality Test**

		Unstandardized Residual
N		44
Normal Parameters <sup>a, b</sup>	Mean	0E-7
	Std. Deviation	3.34534234
Most Extreme Differences	Absolute	.071
	Positive	.050
	Negative	-.071
Kolmogorov-Smirnov Z		.470
Asymp. Sig. (2-tailed)		.980

a. Test distribution is Normal.

b. Calculated from data.

#### (b) Linearity Test

From linearity test by using SPSS, it found that deviation of linearity between English reading habit and reading comprehension ability was 0,106. It was higher than 0,05. It can be concluded that there was significant linear correlation between English reading habit and reading comprehension ability.

**Table 4.9 Linearity Test between English Reading Habit and Reading Comprehension Ability**

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
ReadingComprehension Ability(Y) * ReadingHabit (X1)	Between Groups (Combined)	1885.227	33	57.128	9.140	.000
	Linearity	1463.216	1	1463.216	234.115	.000
	Deviation from Linearity	422.011	32	13.188	2.110	.106
	Within Groups	62.500	10	6.250		
Total		1947.727	43			



Besides, it also found that deviation of linearity between intrapersonal intelligence and reading comprehension ability was 0,534. It was higher than 0,05. It means that there was significant linear correlation between intrapersonal intelligence and reading comprehension ability.

**Table 4.10 Linearity Test between Intrapersonal Intelligence and Reading Comprehension Ability**

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
ReadingComprehension Ability(Y)*	Between Groups (Combined)	1606.061	32	50.189	1.616	.201
	Linearity	645.675	1	645.675	20.788	.001
	Deviation from Linearity	960.386	31	30.980	.997	.534
Within Groups		341.667	11	31.061		
Total		1947.727	43			

**(c) Multicollinearity Test**

Based on the output of multicollinearity test by using SPSS, it showed that the tolerance value between independent and dependent variable was  $0,606 > 0,10$ . While VIF value was  $1,649 < 10,00$ . So, based on the decision making in the multicollinearity test, it can be concluded that there was not multicollinearity in the regression model.

**Table 4.11 Multicollinearity Test**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	30.683	4.670		6.570	.000		
	ReadingHabit(X1)	.354	.042	.834	8.363	.000	.606	1.649
	IntrapersonalIntelligence (X2)	.020	.038	.053	.529	.600	.606	1.649

a. Dependent Variable: ReadingComprehensionAbility(Y)

**(d) Heteroscedasticity Test**

From heteroscedasticity test by using SPSS, it can be seen that the significant value of English reading habit was 0,975 and intrapersonal intelligence was 0,225. Because the significant value of those variables were than higher 0,05, so it can be concluded that there was not heteroscedacity in regression model.

**Table 4.12 Heteroscedasticity Test**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.503	2.580		2.521	.016
	ReadingHabit(X1)	.001	.023	.006	.031	.975
	IntrapersonalIntelligence (X2)	-.026	.021	-.240	-1.232	.225

a. Dependent Variable: Abs\_RES

**(2) Correlation Analysis****(a) The Correlation between Students' English Reading Habit and Reading Comprehension Ability**

Based on Person Product Moment correlation coefficient, the result indicated that the significance value was

0,000. It was smaller than 0,05. It means that there was significant correlation between variable X1 and Y. Besides, it also can be seen that the Pearson Correlation Coefficient was 0,867. It was higher than 0,297 (r-table) and the coefficient correlation at level very strong. It can be concluded that  $H_0$  was rejected and  $H_1$  was accepted. In other words, there was very strong and significant correlation between the students' English reading habit and reading comprehension ability.

**Table 4.13 Correlations between English Reading Habit and Reading Comprehension Ability**

		ReadingHabit (X1)	ReadingComprehensionAbility(Y)
ReadingHabit(X1)	Pearson Correlation	1	.867**
	Sig. (2-tailed)		.000
	N	44	44
ReadingComprehension Ability(Y)	Pearson Correlation	.867**	1
	Sig. (2-tailed)	.000	
	N	44	44

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

**(b) The Correlation between Students' Intrapersonal Intelligence and Reading Comprehension Ability**

Person Product Moment was also used to find out the correlation between students' intrapersonal intelligence and reading comprehension ability. The result showed that the significance value was 0,000. It was smaller than 0,05. It means that there was significant correlation between variable X2 and Y. Additionally, it also found that the Pearson Correlation Coefficient was 0,576. It was higher than 0,297 (r-table) and the

coefficient correlation at level fair. It means that  $H_0$  was rejected and  $H_1$  was accepted. In other words, there was fair and significant correlation between the students' intrapersonal intelligence and reading comprehension ability.

**Table 4.14 Correlations between Intrapersonal Intelligence and Reading Comprehension Ability**

		Correlations	
		Intrapersonal intelligence (X2)	Reading Comprehension Ability (Y)
Intrapersonal Intelligence (X2)	Pearson Correlation	1	.576**
	Sig. (2-tailed)		.000
	N	44	44
Reading Comprehension Ability (Y)	Pearson Correlation	.576**	1
	Sig. (2-tailed)	.000	
	N	44	44

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

### (3) Regression Analysis

#### (a) Regression among Students' English Reading Habit, Intrapersonal Intelligence and Reading Comprehension Ability

Multiple Linear Regression was used to find out the correlation and influence of students' English reading habit and intrapersonal intelligence toward reading comprehension ability.

In the model summary table below, R value of 0,868 indicated that correlation between independent variables (English reading habit and intrapersonal intelligence) toward reading comprehension ability was very strong. Besides, it also found that the value of Adjusted R-Square was 0,741. It means that 0,741 or 74,1 % influence of English reading habit and

intrapersonal intelligence toward reading comprehension ability.

While 25,9% was influenced by other variables.

**Table 4.15 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.868 <sup>a</sup>	.753	.741	3.426

a. Predictors: (Constant), IntrapersonalIntelligence(X2), ReadingHabit(X1)

Moreover, the following anova table showed that probability or significance value was 0,000. It was smaller than 0,05. It means that there was significant correlation and influence among English reading habit, intrapersonal intelligence and reading comprehension ability.

**Table 4.16 Anova**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1466.501	2	733.250	62.472	.000 <sup>b</sup>
	Residual	481.227	41	11.737		
	Total	1947.727	43			

a. Dependent Variable: ReadingComprehensionAbility(Y)

b. Predictors: (Constant), IntrapersonalIntelligence(X2), ReadingHabit(X1)

Furthermore, in the coefficient table below, regression coefficient 0,354 showed that for each one increase of English reading habit, there was an increase in reading comprehension ability of 0,354. Meanwhile, the regression coefficient 0,020 indicated that for each one increase of intrapersonal intelligence,



there was only an increase in reading comprehension ability of 0,020.

Besides, it also can be seen that the significant value of English reading habit was  $0,000 < 0,05$ . It means that English reading habit was quite significant in influencing students' reading comprehension ability. Whereas, the significant value of Intrapersonal Intelligence was  $0,600 > 0,05$ . It indicated that intrapersonal intelligence was not quite significant in influencing reading comprehension ability.

**Table 4.17 Regression among English Reading Habit, Intrapersonal Intelligence and Reading Comprehension Ability**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.683	4.670		6.570	.000
	ReadingHabit(X1)	.354	.042	.834	8.363	.000
	IntrapersonalIntelligence (X2)	.020	.038	.053	.529	.600

a. Dependent Variable: ReadingComprehensionAbility(Y)

## B. Discussion

This research was to know whether there was correlation among students' English reading habit, intrapersonal intelligence and their reading comprehension ability. This research was conducted to 44 respondents where students' English reading habit and intrapersonal intelligence was measured by using questionnaire. While the students' reading comprehension ability was measured by using test.

In this research, the researcher found that the coefficient correlation ( $r$ ) between English reading habit and reading comprehension ability was 0,867 with the level significance 0,000. It implies that there was very strong and significant correlation between English reading habit and reading comprehension ability. Meanwhile, in the previous research conducted by Samrotul Muawanah (2020), it also found that there was a strong relationship between students' reading habit and their reading comprehension. Besides, Samrotul Muawanah also stated that reading habit will be very helpful in developing students' comprehension skill. It supported by theory of Septiarini, Rahmat and Darmahusni who stated that if students' reading habit improved, there will be an increase in reading comprehension. Likewise on the contrary, if students' reading habit decrease, then reading comprehension will also decrease.<sup>70</sup> Besides, according to Yusnaeni, Masyhur and Syarfi, getting used to reading might trains the brain in understanding a language. The more students train themselves in reading means the more proficient they are in understanding the contents of the text. Therefore, to get more understanding about what students read, they need to read a lot.<sup>71</sup> In other word, the better of students' English reading habit, the better their reading comprehension ability.

Furthermore, contrast with the result of the previous research that conducted by Tia Rizki Anggraini (2019) about the correlation between

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<sup>70</sup> Tri Septiarini, Aceng Rahmat and Darmahusni, *A Journal of The Relationship between Reading Habits and Reading Comprehension of English Department in UNTIRTA*, Journal of English Language Studies, Vol.3 No.2, 2018, p. 189.

<sup>71</sup> Rahma Yusnaeni, Masyhur, and M Syarfi, *A Journal of The Correlation between Reading Habit and Reading Comprehension of the Fourth Semester Students of English Study Program FKIP Universitas Riau*, JOM FKIP, Vol. 6, 2019, p. 3.

interpersonal and intrapersonal intelligence and the reading comprehension which stated that there was no significant correlation between interpersonal and intrapersonal intelligence to reading comprehension. In this research, the researcher found that the coefficient correlation ( $r$ ) between intrapersonal intelligence and reading comprehension ability was 0,567 with the level significance 0,000. It point to there was fair and significant correlation between intrapersonal intelligence and reading comprehension ability. It supported by Andrei and Petrides who stated that emotional intelligence especially interpersonal and intrapersonal intelligence had significant associations with important outcomes, such as academic performance for example in English Subject. Academic performance in English subject includes the achievement on the four language skills: listening, speaking, reading and writing. In short, the higher of students' intrapersonal intelligence, the better their reading comprehension ability.<sup>72</sup>

Moreover, the researcher also found that the R value of English reading habit, intrapersonal intelligence and reading comprehension ability was 0,868 with the significance value was 0,000. It means that there was very strong and significant correlation and influence among English reading habit, intrapersonal intelligence and reading comprehension ability. Furthermore, the value of Adjusted R-Square was 0,741. It indicated that 0,741 or 74,1 % influence of English reading habit, intrapersonal intelligence and reading comprehension ability toward reading comprehension ability. Besides, regression coefficient of

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<sup>72</sup> Andrei, F and Petrides, K.V., *A Journal of Trait Emotional Intelligence and Somatic Complaints with Reference to Positive and Negative Mood*, Psikologija, Vol. 46 No. 1, 2013.

reading habit was 0,354. It showed that for each one increase of English reading habit, there was an increase in reading comprehension ability of 0,354. Meanwhile, the regression coefficient of intrapersonal intelligence was 0,020. It indicated that for each one increase of intrapersonal intelligence, there was only an increase in reading comprehension ability of 0,020. Moreover, it also can be seen that the significant value of English reading habit was  $0,000 < 0,05$ . It means that English reading habit was quite significant in influencing students' reading comprehension ability. Whereas, the significant value of Intrapersonal Intelligence was  $0,600 > 0,05$ . It indicated that intrapersonal intelligence was not quite significant in influencing reading comprehension ability.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research that conducted by the researcher about “A Correlation Study among Students’ English Reading Habit, Intrapersonal Intelligence and Their Reading Comprehension Ability at the Fourth Semester of the English Department of IAIN Kerincin Academic Year 2020/2021”. It can be concluded that:

1. Based on the result of the research, the researcher found that the coefficient correlation ( $r$ ) between reading habit and reading comprehension ability was 0,867 with the level significance 0,000. It means that  $H_0$  was rejected and  $H_1$  was accepted. In other words, there was very strong and significant correlation between English reading habit and reading comprehension ability.
2. Then, the researcher also found that the coefficient correlation ( $r$ ) between intrapersonal intelligence and reading comprehension ability was 0,567 with the level significance 0,000. It point to that  $H_0$  was rejected and  $H_1$  was accepted. In other words, there was fair and significant correlation between intrapersonal intelligence and reading comprehension ability.
3. Besides, the R value of English reading habit, intrapersonal intelligence and reading comprehension ability was 0,868 with the significance value was 0,000. It means that there was very strong and significant correlation and



influence among English reading habit, intrapersonal intelligence and reading comprehension ability. Furthermore, the value of Adjusted R-Square was 0,741. It indicated that 0,741 or 74,1 % influence of English reading habit, intrapersonal intelligence and reading comprehension ability toward reading comprehension ability. Besides, regression coefficient of English reading habit was 0,354. It showed that for each one increase of English reading habit, there was an increase in reading comprehension ability of 0,354. Meanwhile, the regression coefficient of intrapersonal intelligence was 0,020. It indicated that for each one increase of intrapersonal intelligence, there was only an increase in reading comprehension ability of 0,020. Moreover, it also can be seen that the significant value of English reading habit was  $0,000 < 0,05$ . It means that English reading habit was quite significant in influencing students' reading comprehension ability. Whereas, the significant value of Intrapersonal Intelligence was  $0,600 > 0,05$ . It indicated that intrapersonal intelligence was not quite significant in influencing reading comprehension ability.

#### **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the Students of English Department

Hopefully the students can be apply the English reading habit in their daily life, improve their intrapersonal intelligence in increasing their reading comprehension ability.

## 2. For the English Department of IAIN Kerinci

The result of this research can be useful as a reference for the English Department of IAIN Kerinci especially the theory about a correlation study among students' English reading habit, intrapersonal intelligence and their reading comprehension ability.

## 3. For the Next Researchers

Hopefully the next researchers can be more developed deeply about the other variables that related with reading comprehension ability.



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INSTITUT AGAMA ISLAM NEGERI  
 K E R I N C I

Sungai Penuh,

August 2021

**ELLEN SEPYANTI MALANA**  
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The logo of Institut Agama Islam Negeri Kerinci features a green archway framing a central emblem. The emblem consists of a yellow globe with a grid, surrounded by a multi-colored geometric pattern in shades of orange, purple, and blue. Below the archway, the word 'KERINCI' is written in large, green, stylized letters.

# APPENDIX

INSTITUT AGAMA ISLAM NEGERI  
KERINCI

## APPENDIX 1

## Reading Comprehension Test

**Subject : English Reading**

**Semester : IV**

**Time Allocation : 60 Minutes**

**Name :**

**Class :**

**Choose a, b, c or d for the correct answer!**

***Read the following text to answer the question number 1!***

Have you ever heard someone sing, “Happy birthday to you . . . happy birthday to you . . .”? If so, you are hardly alone—millions of people sing that song every year, and the tune is one of the most familiar of any song in North America.

Ironically, it is not known who wrote it! The tune was written by two sisters, Patty and Mildred Hill, who were school teachers in the late 19th century. But their song had different words; instead of “happy birthday to you,” the song ran “good morning to all.” The two sisters would sing this ditty to their students each morning as school began.

In 1924, the tune was published in a song book, which added the “happy birthday” lyrics as verse two. Today, the second verse of that song has become one of the best known tunes in the world—and nobody knows who wrote the words!

1. According to the passage, who wrote the tune to “Happy Birthday”?
  - a. Two priests
  - b. Irving Berlin
  - c. Patty and Mildred Hill
  - d. It is not known

***Read the text below to answer the questions number 2-3!***

Ratatouille is a dish that has grown in popularity over the last few years. It features eggplant, zucchini, tomatoes, peppers, and garlic chopped, mixed, sautéed, and finally, cooked slowly over low heat. As the vegetables cook slowly, they make their own broth, which may be extended with a little tomato paste. The name ratatouille comes from the French word *toiler*, meaning to stir or mix together.



2. Which of the following is the correct order of steps for making ratatouille?
  - a. Chop vegetables, add tomato paste, stir or mix together
  - b. Mix the vegetables together, sauté them, and add tomato paste
  - c. Cook the vegetables slowly, mix them together, add tomato paste
  - d. Add tomato paste to extend the broth and cook slowly over low heat
  
3. *Ratatouille* can best be described as a ...
  - a. French pastry
  - b. Sauce to put over vegetables
  - c. Pasta dish extended with tomato paste
  - d. Vegetable stew

***Read the following text to answer the questions number 4-5!***

Daylilies are a beautiful perennial flower that can brighten up any yard or landscape. They are tolerant of drought and flooding, immune to heat stress, and grow well in full sun or light shade. They are the perfect choice for just about any soil or climate condition.

Different varieties of daylilies can be in bloom from late spring until autumn. Individual flowers last only one day, but each plant produces many buds, and many varieties have more than one flowering period.

Daylilies grow best in soil that is slightly acidic, and they prefer either direct sunshine or light shade. The best time to plant them is in the early fall or early spring, but they are hardy enough to endure planting or transplanting at almost any time of year. They should be planted 18 to 24 inches apart, and the bulb should be no deeper than one inch below the soil's surface.

4. According to the passage, what soil is best for daylilies?
  - a. Slightly neutral
  - b. Slightly acidic
  - c. Any soil
  - d. Moist soil
  
5. How deep should daylilies be planted, according to the passage?
  - a. 18 to 24 inches
  - b. One inch or more
  - c. One inch or less
  - d. Any depth works

***Read the text below to answer the questions number 6-8!***

The city will be enforcing winter parking rules from December 1 through March 31, according to City Street Manager Joseph Parks. This includes alternate-side parking regulations, as well as tow-away zones and handicap exceptions.

Cars are to be parked on the south and east sides of streets between the hours of 8 a.m. and midnight; and on the north and west sides of streets between midnight and 8 a.m. This is to permit snow plows and emergency vehicles access to all neighborhoods, as well as to keep rush-hour traffic to a minimum.

Vehicles that do not follow these guidelines will be towed at the owner's expense, Parks said, with the exception of those vehicles displaying handicapped parking permits.

6. What is the main idea of this passage?
  - a. Cars should be parked on the street
  - b. Snow plows can bury cars under snow
  - c. Winter parking regulations will be put into effect
  - d. Winter parking regulations are good for the environment
  
7. When should cars be parked on the west side of the street?
  - a. Between 8 a.m. and midnight
  - b. Between midnight and 8 a.m.
  - c. Between December 1 and March 31
  - d. Not stated
  
8. Which of the following is NOT a reason for these parking regulations to be followed?
  - a. They prevent excessive traffic.
  - b. It's good for the cars to be moved frequently in cold weather
  - c. It allows snow plows to get through.
  - d. They enable emergency vehicles to gain access to all neighborhoods

***Read the following text to answer the questions number 9-11!***

**Notice: Change to Policies and Procedures**

Beginning on July 1, the company will institute some changes to our policies and procedures (P&P). Please take time before that date to familiarize yourself with both the existing P&P and the planned changes. The P&P can be found on the company website under the "P/P" link.

Certain changes may affect your job description, vacation time, medical benefits, or other aspects of employment. These changes will become effective beginning July 31, but will not be considered retroactive. Some areas that will change include the following:

- Overtime cap for hourly employees
- Sick time for salaried employees
- Safety requirements for yard workers
- Dress code for office employees

If you have any questions concerning these changes, please contact the Human Resources office at ext. 412. All employees will be expected to understand and abide by the new P&P statement, as defined on our website and in our employee handbook.

9. When will the policies and procedures change?
  - a. Not stated
  - b. June 30
  - c. July 31
  - d. July 1

10. Which of the following is NOT mentioned as an effect of the upcoming changes?
- Medical benefits
  - Dress code
  - Salary caps
  - Vacation time
11. Where are the policies and procedures found?
- Www.companysite.com
  - In the Human Resources office
  - Employee handbook
  - Extension 412

**Read the following text to answer the question number 12!**

Dogs and cats should never be permitted to eat chocolate, because chocolate works like a poison in their bodies. Chocolate contains a chemical called Theo bromine, which is similar to caffeine. Human bodies are able to process the Theo bromine without any ill side effects, but dogs and cats cannot.

Different types of chocolate contain different amounts of Theo bromine. It would take 20 ounces of milk chocolate to kill a 20-pound dog, but only two ounces of baker's chocolate or six ounces of semisweet chocolate. The amounts, of course, are much smaller for a cat, whose body weight is typically less than that of a dog.

Most cats are not naturally attracted to eating chocolate, but many dogs are. Dogs by nature will sample nearly anything that they see their masters eating, so pet owners must take care to keep all chocolate products well out of reach of their dogs and cats.

12. According to the passage, why is chocolate poisonous for dogs and cats?
- It contains caffeine
  - Chocolate is made from processed cocoa
  - It gets stuck in their intestines
  - They cannot process Theo bromine

**For the questions number 13-14, a topic sentence is given. Try choosing the sentence that best develops or supports it.**

13. The "lead" inside the common pencil is actually not lead at all
- Lead is commonly mined in Africa
  - Pencils were invented in 1603 by William Led belly
  - Even when sharpened, a pencil may not write as well as a pen
  - The substance used in pencils today is graphite
14. Parents play an important role in their children's academic success
- Video games have a negative impact on children's academic success
  - Studies show that children of parents who regularly assist with homework and show an active interest in their child's studies bring home better grades
  - Studies show that watching less television and spending less time playing video games help children get better grades
  - Children who are avid readers get much better grades than their peers.



*Read the following text to answer the questions number 15-16!*

### **Notice of Mandatory Refresher Training Course**

During the next ten months, all bus operators with two or more years of service will be required to have completed 20 hours of refresher training on one of the Vehicle Maneuvering Training Buses.

Instructors who have used this new technology report that trainees develop skills more quickly than with traditional training methods. In refresher training, this new system reinforces defensive driving skills and safe driving habits. Drivers can also check their reaction times and hand-eye coordination.

As an added benefit, the city expects to save money with the simulators, because the new system reduces the amount of training time in an actual bus—saving on parts, fuel, and other operating expenses.

15. All bus operators are required to do which of the following?
  - a. Receive training in defensive driving and operating a computer
  - b. Complete ten months of refresher driver training
  - c. Train new drivers on how to operate a simulator
  - d. Complete 20 hours of training on a simulator
  
16. The main purpose of the refresher training course on the simulator is to
  - a. Make sure that all bus operators are maintaining proper driving habits
  - b. Give experienced bus operators an opportunity to learn new driving techniques
  - c. Help all bus operators to develop hand-eye coordination
  - d. Reduce the city's operating budget

*Read the following poem to answer the questions number 17-18!*

### **Patriotism**

Breathes there the man with soul so dead,

Who never to himself hath said,

“This is my own, my native land!”

Whose heart hath ne'er within him burned

As home his footsteps he hath turned

From wandering on a foreign strand?

If such there breathe, go, mark him well;

For him no Minstrel raptures swell;

High though his titles, proud his name,

Boundless his wealth as wish can claim;

Despite those titles, power, and pelf,  
 The wretch, concentered all in self,  
 Living, shall forfeit fair renown,  
 And, doubly dying, shall go down  
 To the vile dust from whence he sprung,  
 Unwept, unhonored, and unsung.

17. What is the most likely meaning of the underlined word pelf, as used in this poem?
- Power
  - Wealth
  - Stealth
  - Health
18. What does the underlined word concentered most likely mean?
- Swirling or curved
  - Arrogant, proud
  - Focused on, concerned with
  - Looking upward

***Read the text below to answer the question number 19!***

Light pollution is a growing problem worldwide. Like other forms of pollution, light pollution degrades the quality of the environment. Where it was once possible to look up at the night sky and see thousands of twinkling stars in the inky blackness, one now sees little more than the yellow glare of urban sky-glow. When we lose the ability to connect visually with the vastness of the universe by looking up at the night sky, we lose our connection with something profoundly important to the human spirit, our sense of wonder.

19. The passage implies that the most serious damage done by light pollution is to our ...
- Artistic appreciation
  - Sense of physical well-being
  - Cultural advancement
  - Spiritual selves

***Read the following text to answer the question number 20!***

Moscow has a history of chaotic periods of war that ended with the destruction of a once largely wooden city and the building of a new city on top of the rubble of the old. The result is a layered city, with each tier holding information about a part of Russia's past. In some areas of the city, archaeologists have reached the layer from 1147, the year of Moscow's founding. Among the findings from the various periods of Moscow's history are carved bones, metal tools, pottery, glass, jewelry, and crosses.



20. From the passage, the reader can infer that ...
- a. The people of Moscow are more interested in modernization than in preservation
  - b. The Soviet government destroyed many of the historic buildings in Russia
  - c. Moscow is the oldest large city in Russia, founded in 1147
  - d. Moscow has a history of invasions, with each new conqueror razing past structures.



## ANGKET READING HABIT

### A. Petunjuk Pengisian Angket

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (√) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

### B. Biodata Responden

Nama :  
 NIM :  
 Kelas/Semester :

### C. Keterangan Jawaban

SS : Sangat Setuju  
 ST : Setuju  
 N : Netral  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
1.	Saya merasa bersemangat ketika membaca buku berbahasa Inggris					
2.	Saya senang menerima buku berbahasa Inggris sebagai hadiah					
3.	Saya mendiskusikan buku berbahasa Inggris yang saya baca bersama teman saya					
4.	Saya merasa bosan ketika membaca buku berbahasa Inggris saat istirahat					
5.	Saya merasa terbebani ketika mengunjungi perpustakaan untuk membaca buku berbahasa Inggris					
6.	Saya sering sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang					
7.	Saya jarang sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang					
8.	Saya selalu membaca buku berbahasa Inggris dalam satu hari					
9.	Saya tidak pernah membaca buku berbahasa Inggris dalam satu hari					
10.	Saya sering belajar menggunakan buku berbahasa Inggris					
11.	Dalam 3 bulan saya membaca lebih dari 4 buku berbahasa Inggris					

NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
12.	Dalam 3 bulan saya membaca kurang dari 4 buku berbahasa Inggris					
13.	Saya membaca berbagai macam buku fiksi berbahasa Inggris (novel, komik, cerpen, dan lain-lain) dalam kurun waktu 3 bulan					
14.	Setiap 3 bulan tidak ada buku baru berbahasa Inggris yang saya beli/ pinjam					
15.	Setiap 3 bulan ada buku baru berbahasa Inggris yang saya beli/ pinjam					
16.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris cukup lama					
17.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris hampir tidak ada					
18.	Saya membaca materi terkait sebelum pelajaran bahasa Inggris dimulai					
19.	Saya tidak mencari tambahan referensi ketika mendapat tugas Bahasa Inggris dari Dosen					
20.	Saya menyiapkan kamus sebagai pendamping dalam membaca buku berbahasa Inggris					
21.	Setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya					
22.	Tidak setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya					
23.	Saya membaca teks berbahasa Inggris untuk mengisi waktu luang saya					
24.	Saya memilih untuk melakukan hal lain selain membaca teks berbahasa Inggris untuk mengisi waktu luang saya					
25.	Saya membaca teks berbahasa Inggris untuk menambah pengetahuan saya					
26.	Seluruh anggota keluarga saya memiliki minat yang tinggi dalam membaca buku berbahasa Inggris					
27.	Seluruh anggota keluarga saya memiliki minat yang rendah dalam membaca buku berbahasa Inggris					
28.	Orang tua saya yakin bahwa bahasa Inggris itu penting dengan membelikan buku-buku berbahasa Inggris untuk saya					
29.	Keluarga saya mendorong saya untuk membaca buku berbahasa Inggris minimal 15 menit perhari daripada harus					

NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
	menghabiskan waktu luang saya untuk bermain					
30.	Keluarga saya tidak peduli saya rajin atau tidak membaca buku berbahasa Inggris					
31.	Saya membaca buku berbahasa Inggris karena ingin memahami isinya					
32.	Saya enggan membaca buku berbahasa Inggris untuk memahami isi buku					
33.	Saya selalu membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya					
34.	Saya tidak pernah membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya					
35.	Buku berbahasa Inggris lebih menarik dari bahasa lainnya					



## ANGKET INTRAPERSONAL INTELLIGENCE

### A. Petunjuk Pengisian Angket

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (√) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

### B. Biodata Responden

Nama :  
 NIM :  
 Kelas/Semester :

### C. Keterangan Jawaban

SS : Sangat Setuju  
 ST : Setuju  
 N : Netral  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
1.	Saya mengetahui penyebab saya merasa senang ataupun malas belajar reading					
2.	Saya tidak mengetahui penyebab saya merasa senang ataupun malas belajar reading					
3.	Saya merasa puas dengan kemampuan pemahaman membaca saya					
4.	Saya tidak merasa puas dengan kemampuan pemahaman membaca saya					
5.	Saya merasa bangga ketika memperoleh nilai Reading yang tinggi					
6.	Saya tidak merasa bangga ketika memperoleh nilai Reading yang tinggi					
7.	Saya akan menyelesaikan tugas Reading yang menjadi tanggung jawab meskipun saya tidak suka					
8.	Saya tidak akan menyelesaikan tugas Reading yang menjadi tanggung jawab karena saya tidak suka					
9.	Saya tidak malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen					
10.	Saya malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen					



<b>NO.</b>	<b>Pertanyaan Intrapersonal Intelligence</b>	<b>SS</b>	<b>ST</b>	<b>N</b>	<b>TS</b>	<b>STS</b>
11.	Saya berusaha untuk tidak menyontek ketika sedang ulangan Reading					
12.	Saya menyontek ketika sedang ulangan Reading					
13.	Saya tidak malu untuk menyampaikan ide saya di kelas Reading					
14.	Saya malu untuk menyampaikan ide saya di kelas Reading					
15.	Saya berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen					
16.	Saya tidak berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen					
17.	Saya mengerjakan soal latihan Reading Comprehension dengan penuh keyakinan diri					
18.	Saya tidak yakin ketika mengerjakan soal latihan Reading Comprehension					
19.	Saya mengerjakan tugas Reading tanpa disuruh oleh orang tua					
20.	Saya tidak mengerjakan tugas Reading jika tidak disuruh oleh orang tua					
21.	Saya berusaha memahami materi Reading yang diajarkan Dosen dengan cara memperhatikan					
22.	Saya tidak memperhatikan ketika Dosen sedang menjelaskan materi Reading					
23.	Saya berusaha mengerjakan soal Reading Comprehension sendiri walaupun sulit					
24.	Saya tidak akan mengerjakan soal Reading Comprehension jika sulit					
25.	Saya tetap bersyukur berapapun nilai Reading yang saya peroleh					
26.	Saya kecewa ketika pemahaman membaca saya masih rendah					
27.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension dan saya akan berusaha memperbaiki kekurangan saya					
28.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension tapi saya malas untuk memperbaiki kekurangan saya					
29.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension dan saya akan berusaha mengembangkan kelebihan saya					

<b>NO.</b>	<b>Pertanyaan Intrapersonal Intelligence</b>	<b>SS</b>	<b>ST</b>	<b>N</b>	<b>TS</b>	<b>STS</b>
30.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension tapi saya malas berusaha mengembangkan kelebihan saya					
31.	Saya menghargai dan menerima kelebihan dan kekurangan saya dalam Reading Comprehension					
32.	Saya tidak bisa menerima kekurangan saya dalam Reading Comprehension					
33.	Saya bersemangat dalam belajar Reading untuk meningkatkan Reading Comprehension saya dan mendapatkan nilai yang bagus					
34.	Saya tidak bersemangat dalam belajar Reading walaupun Reading Comprehension saya masih rendah dan perlu ditingkatkan					
35.	Saya tetap belajar Reading walaupun pemahaman membaca saya sudah bagus					
36.	Saya tidak belajar Reading karena pemahaman membaca saya sudah bagus					
37.	Saya memikirkan penyebab Reading Comprehension saya masih rendah dan saya akan berusaha untuk meningkatkan Reading Comprehension saya					
38.	Saya malas memikirkan penyebab Reading Comprehension saya masih rendah dan saya tidak punya keinginan untuk meningkatkan Reading Comprehension saya					
39.	Saya rajin belajar Reading karena saya ingin memiliki pemahaman membaca yang bagus					
40.	Saya malas belajar Reading karena saya tidak punya keinginan untuk memiliki pemahaman membaca yang bagus					

**APPENDIX 2****Key Answer of Reading Comprehension Ability Test**

1. C
2. B
3. D
4. B
5. C
6. C
7. B
8. B
9. D
10. C
11. C
12. D
13. D
14. B
15. D
16. A
17. B
18. C
19. D
20. D



## APPENDIX 3

## Trying Out Tabulation of Reading Comprehension Test Data

Respondents	Items																														Skor total		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
A	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	0	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	15
B	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	21	
C	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	24	
D	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	0	1	0	0	1	0	0	1	0	1	0	8
E	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	6	
F	0	0	0	0	0	0	1	0	1	0	1	1	1	0	0	1	1	1	1	0	1	1	0	0	0	0	0	1	0	1	1	14	
G	1	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0	0	1	0	0	10		
H	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	
I	0	1	0	1	0	0	0	1	0	0	0	0	1	1	1	0	0	0	0	1	0	0	0	1	1	1	1	0	0	1	0	11	
J	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	4	
K	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	26
L	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	14	
M	0	1	0	1	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	9	
N	1	0	0	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	22	
O	0	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	1	0	1	1	10	
P	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	4	
Q	0	1	0	0	0	0	1	0	1	0	1	1	0	0	0	0	1	0	1	0	0	0	1	0	0	0	1	0	1	1	1	11	
R	1	0	0	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	22	

## APPENDIX 4

## Trying Out Tabulation of Reading Habit Questionnaire

Respondents	Items																																			Skor Total						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35							
A	4	2	2	2	2	2	4	2	2	2	4	2	2	2	4	2	4	2	2	4	2	4	2	2	4	2	2	4	2	4	2	2	4	2	2	4	2	2	92			
B	3	1	3	1	3	1	3	3	1	3	3	1	3	1	3	3	3	3	1	3	1	3	3	1	3	1	3	3	1	3	1	3	3	3	1	3	3	1	3	79		
C	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	105		
D	1	3	1	3	1	3	1	1	3	1	1	3	1	3	1	1	1	1	3	1	3	1	1	3	1	3	1	1	3	1	3	1	3	1	3	1	1	3	1	61		
E	4	1	4	1	4	1	4	4	1	4	4	1	4	1	4	4	4	4	1	4	1	4	4	1	4	1	4	4	1	4	1	4	4	1	4	1	4	4	1	4	101	
F	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
G	3	1	3	1	3	1	3	3	1	3	3	1	3	1	3	3	3	3	1	3	1	3	3	1	3	1	3	3	1	3	1	3	3	1	3	1	3	3	1	3	79	
H	2	2	2	2	3	2	2	2	2	3	2	2	2	2	2	3	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	75
I	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	70
J	4	2	2	2	2	2	4	2	2	2	4	2	2	2	4	2	4	2	2	4	2	4	2	4	2	4	2	2	4	2	4	2	4	2	4	2	4	2	4	2	2	92
K	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	105
L	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35
M	1	1	2	1	2	1	1	2	1	2	1	1	2	1	1	2	1	2	1	1	1	1	2	1	1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	2	46	
N	5	4	4	4	3	4	5	4	4	3	5	4	4	4	5	3	5	4	4	5	4	5	3	4	5	4	4	5	4	5	4	5	4	5	4	5	4	3	5	4	4	146
O	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	105
P	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	105
Q	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175
R	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35



## APPENDIX 5

## Trying Out Tabulation of Intrapersonal Intelligence Questionnaire

Respondents	Items																																								Skor Total			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40				
A	2	2	5	5	2	2	5	5	5	2	5	2	5	5	2	2	5	2	2	5	2	5	5	2	2	2	5	5	2	5	2	5	2	5	5	2	2	2	2	5	5	140		
B	1	3	3	3	3	1	3	3	3	3	3	1	3	3	1	3	3	1	3	3	1	3	3	3	1	3	3	3	3	3	1	3	1	3	3	3	3	1	3	3	3	100		
C	1	3	3	3	3	1	3	3	3	3	3	1	3	3	1	3	3	1	3	3	1	3	3	3	1	3	3	3	3	3	1	3	1	3	3	3	3	1	3	3	3	100		
D	2	1	4	4	2	2	4	4	4	2	4	2	4	4	2	2	4	2	2	4	2	4	4	2	2	2	4	4	2	4	2	4	2	4	4	4	2	2	2	2	4	4	119	
E	2	1	4	4	1	2	4	4	4	1	4	2	4	4	2	1	4	2	1	4	2	4	4	1	2	1	4	4	1	4	2	4	2	4	4	4	1	2	1	4	4	110		
F	2	2	5	5	2	2	5	5	5	2	5	2	5	5	2	2	5	2	2	5	2	5	5	2	2	2	5	5	2	5	2	5	2	5	5	5	2	2	2	2	5	5	140	
G	4	2	4	4	2	4	4	4	4	2	4	4	4	4	2	4	4	2	4	4	2	4	4	4	2	4	2	4	4	2	4	4	4	4	4	4	2	4	2	4	4	140		
H	1	2	4	4	1	1	4	4	4	1	4	1	4	4	1	1	4	1	1	4	1	4	4	1	1	1	4	4	1	4	1	4	1	4	4	4	1	1	1	4	4	101		
I	2	2	3	3	1	2	3	3	3	1	3	2	3	3	2	1	3	2	1	3	2	3	3	1	2	1	3	3	1	3	2	3	2	3	3	3	1	2	1	3	3	91		
J	1	1	4	4	2	1	4	4	4	2	4	1	4	4	1	2	4	1	2	4	1	4	4	2	1	2	4	4	2	4	1	4	1	4	4	4	2	1	2	4	4	109		
K	1	2	4	4	1	1	4	4	4	1	4	1	4	4	1	1	4	1	1	4	1	4	4	1	1	1	4	4	1	4	1	4	1	4	4	4	1	1	1	4	4	101		
L	5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	4	5	5	4	5	5	5	5	4	5	4	5	5	4	5	5	5	5	5	5	5	5	4	5	4	5	5	191	
M	2	2	4	4	2	2	4	4	4	2	4	2	4	4	2	2	4	2	2	4	2	4	4	2	2	2	4	4	2	4	2	4	2	4	4	4	2	2	2	2	4	4	120	
N	1	2	5	5	2	1	5	5	5	2	5	1	5	5	1	2	5	1	2	5	1	5	5	2	1	2	5	5	2	5	1	5	1	5	5	5	2	1	2	5	5	130		
O	2	2	4	4	2	2	4	4	4	2	4	2	4	4	2	2	4	2	2	4	2	4	4	2	2	2	4	4	2	4	2	4	2	4	4	4	2	2	2	2	4	4	120	
P	3	2	4	4	1	3	4	4	4	1	4	3	4	4	3	1	4	3	1	4	3	4	4	1	3	1	4	4	1	4	3	4	3	4	4	4	1	3	1	4	4	121		
Q	3	2	3	3	1	3	3	3	3	1	3	3	3	3	3	1	3	3	1	3	3	3	3	1	3	1	3	3	1	3	3	3	3	3	3	3	3	3	1	3	1	3	3	101
R	2	2	4	4	2	2	4	4	4	2	4	2	4	4	2	2	4	2	2	4	2	4	4	2	2	2	4	4	2	4	2	4	2	4	4	4	2	2	2	2	4	4	120	

## APPENDIX 6

## Validity and Reliability of Reading Comprehension Ability Test

## Reliability Statistics

Cronbach's Alpha	N of Items
.903	30

## Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ITEM01	14.00	53.176	.659	.896
ITEM02	13.89	57.987	.000	.908
ITEM03	14.00	57.765	.031	.907
ITEM04	13.89	58.105	-.015	.908
ITEM05	14.00	53.176	.659	.896
ITEM06	14.00	53.176	.659	.896
ITEM07	13.83	53.441	.609	.897
ITEM08	14.00	55.882	.282	.903
ITEM09	13.83	53.441	.609	.897
ITEM10	14.22	57.007	.190	.904
ITEM11	13.78	52.771	.717	.895
ITEM12	13.78	52.771	.717	.895
ITEM13	13.89	53.634	.578	.898
ITEM14	13.89	52.928	.676	.896
ITEM15	13.89	52.928	.676	.896
ITEM16	14.11	57.987	.007	.907
ITEM17	13.78	52.771	.717	.895
ITEM18	13.78	54.065	.533	.899
ITEM19	13.78	52.771	.717	.895
ITEM20	13.89	58.105	-.015	.908
ITEM21	13.94	51.820	.838	.893
ITEM22	13.94	51.820	.838	.893
ITEM23	13.89	52.928	.676	.896
ITEM24	14.06	54.408	.504	.899
ITEM25	14.06	54.408	.504	.899
ITEM26	13.89	58.105	-.015	.908
ITEM27	13.78	53.359	.633	.897
ITEM28	14.11	58.693	-.093	.909
ITEM29	13.61	55.663	.377	.901
ITEM30	13.78	53.359	.633	.897

### Validity of Reading Comprehension Ability Test

Items of Reading Comprehension Ability Test	Corrected Item-Total Correlation	Criteria
1	.659	Valid
2	.000	Not Valid
3	.031	Not Valid
4	-.015	Not Valid
5	.659	Valid
6	.659	Valid
7	.609	Valid
8	.282	Not Valid
9	.609	Valid
10	.190	Not Valid
11	.717	Valid
12	.717	Valid
13	.578	Valid
14	.676	Valid
15	.676	Valid
16	.007	Not Valid
17	.717	Valid
18	.533	Valid
19	.717	Valid
20	-.015	Not Valid
21	.838	Valid
22	.838	Valid
23	.676	Valid
24	.504	Valid
25	.504	Valid
26	-.015	Not Valid
27	.633	Valid
28	-.093	Not Valid
29	.377	Not Valid
30	.633	Valid

## APPENDIX 7

## Difficulty Power Index of Reading Comprehension Ability Test

Item Number	B	Difficulty Power Index	Decision
1	7	0,38	Average
2	9	0,50	Average
3	7	0,38	Average
4	9	0,50	Average
5	9	0,50	Average
6	10	0,55	Average
7	10	0,55	Average
8	7	0,38	Average
9	9	0,50	Average
10	3	0,16	Difficult
11	11	0,61	Average
12	6	0,33	Average
13	9	0,50	Average
14	9	0,50	Average
15	11	0,61	Average
16	5	0,27	Average
17	9	0,50	Average
18	11	0,61	Average
19	5	0,27	Average
20	9	0,50	Average
21	12	0,66	Average
22	8	0,44	Average
23	9	0,50	Average
24	6	0,33	Average
25	6	0,33	Average
26	9	0,50	Average
27	7	0,38	Average
28	5	0,27	Average
29	14	0,77	Easy
30	11	0,61	Average

## APPENDIX 8

## Discrimination Power Index of Reading Comprehension Ability Test

Item Number	D	Classification
1	0,591	Good
2	0,169	Bad
3	0,174	Bad
4	0,169	Bad
5	0,525	Good
6	0,477	Good
7	0,529	Good
8	0,295	Enough
9	0,525	Good
10	0,341	Enough
11	0,556	Good
12	0,521	Good
13	0,542	Good
14	0,712	Good
15	0,556	Good
16	0,132	Bad
17	0,508	Good
18	0,574	Good
19	0,435	Good
20	0,136	Bad
21	0,593	Good
22	0,801	Good
23	0,729	Good
24	0,611	Good
25	0,611	Good
26	0,186	Bad
27	0,521	Good
28	0,019	Bad
29	0,489	Good
30	0,556	Good



## APPENDIX 9

## Validity and Reliability of Reading Habit Questionnaire

## Reliability Statistics

Cronbach's Alpha	N of Items
.992	35

## Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ITEM01	90.44	1552.497	.899	.991
ITEM02	91.00	1561.412	.852	.992
ITEM03	90.67	1563.176	.911	.991
ITEM04	91.00	1561.412	.852	.992
ITEM05	90.67	1571.412	.859	.992
ITEM06	91.00	1561.412	.852	.992
ITEM07	90.44	1552.497	.899	.991
ITEM08	90.67	1563.176	.911	.991
ITEM09	91.00	1561.412	.852	.992
ITEM10	90.67	1571.412	.859	.992
ITEM11	90.44	1552.497	.899	.991
ITEM12	91.00	1561.412	.852	.992
ITEM13	90.67	1563.176	.911	.991
ITEM14	91.00	1561.412	.852	.992
ITEM15	90.44	1552.497	.899	.991
ITEM16	90.67	1571.412	.859	.992
ITEM17	90.44	1552.497	.899	.991
ITEM18	90.67	1563.176	.911	.991
ITEM19	91.00	1561.412	.852	.992
ITEM20	90.44	1552.497	.899	.991
ITEM21	91.00	1561.412	.852	.992
ITEM22	90.44	1552.497	.899	.991
ITEM23	90.67	1571.412	.859	.992
ITEM24	91.00	1561.412	.852	.992
ITEM25	90.44	1552.497	.899	.991
ITEM26	91.00	1561.412	.852	.992
ITEM27	90.67	1563.176	.911	.991
ITEM28	90.44	1552.497	.899	.991
ITEM29	91.00	1561.412	.852	.992
ITEM30	90.44	1552.497	.899	.991

ITEM31	91.00	1561.412	.852	.992
ITEM32	90.67	1571.412	.859	.992
ITEM33	90.44	1552.497	.899	.991
ITEM34	91.00	1561.412	.852	.992
ITEM35	90.67	1563.176	.911	.991

### Validity of Reading Habit Questionnaire

Items of English Reading Habit Questionnaire	Corrected Item-Total Correlation	Criteria
1	.899	Valid
2	.852	Valid
3	.911	Valid
4	.852	Valid
5	.859	Valid
6	.852	Valid
7	.899	Valid
8	.911	Valid
9	.852	Valid
10	.859	Valid
11	.899	Valid
12	.852	Valid
13	.911	Valid
14	.852	Valid
15	.899	Valid
16	.859	Valid
17	.899	Valid
18	.911	Valid
19	.852	Valid
20	.899	Valid
21	.852	Valid
22	.899	Valid
23	.859	Valid
24	.852	Valid
25	.899	Valid
26	.852	Valid
27	.911	Valid
28	.899	Valid

29	.852	Valid
30	.899	Valid
31	.852	Valid
32	.859	Valid
33	.899	Valid
34	.852	Valid
35	.911	Valid



## APPENDIX 10

## Validity and Reliability of Intrapersonal Intelligence Questionnaire

## Reliability Statistics

Cronbach's Alpha	N of Items
.972	40

## Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ITEM01	117.61	510.487	.688	.971
ITEM02	117.56	524.026	.519	.972
ITEM03	115.67	522.118	.754	.971
ITEM04	115.67	522.118	.754	.971
ITEM05	117.78	523.830	.570	.971
ITEM06	117.61	510.487	.688	.971
ITEM07	115.67	522.118	.754	.971
ITEM08	115.67	522.118	.754	.971
ITEM09	115.67	522.118	.754	.971
ITEM10	117.78	523.830	.570	.971
ITEM11	115.67	522.118	.754	.971
ITEM12	117.61	510.487	.688	.971
ITEM13	115.67	522.118	.754	.971
ITEM14	115.67	522.118	.754	.971
ITEM15	117.61	510.487	.688	.971
ITEM16	117.78	523.830	.570	.971
ITEM17	115.67	522.118	.754	.971
ITEM18	117.61	510.487	.688	.971
ITEM19	117.78	523.830	.570	.971
ITEM20	115.67	522.118	.754	.971
ITEM21	117.61	510.487	.688	.971
ITEM22	115.67	522.118	.754	.971
ITEM23	115.67	522.118	.754	.971
ITEM24	117.78	523.830	.570	.971
ITEM25	117.61	510.487	.688	.971
ITEM26	117.78	523.830	.570	.971
ITEM27	115.67	522.118	.754	.971
ITEM28	115.67	522.118	.754	.971
ITEM29	117.78	523.830	.570	.971
ITEM30	115.67	522.118	.754	.971

ITEM31	117.61	510.487	.688	.971
ITEM32	115.67	522.118	.754	.971
ITEM33	117.61	510.487	.688	.971
ITEM34	115.67	522.118	.754	.971
ITEM35	115.67	522.118	.754	.971
ITEM36	117.78	523.830	.570	.971
ITEM37	117.61	510.487	.688	.971
ITEM38	117.78	523.830	.570	.971
ITEM39	115.67	522.118	.754	.971
ITEM40	115.67	522.118	.754	.971

### Validity of Intrapersonal Intelligence Questionnaire

Items of Intrapersonal Intelligence Questionnaire	Corrected Item-Total Correlation	Criteria
1	.688	Valid
2	.519	Valid
3	.754	Valid
4	.754	Valid
5	.570	Valid
6	.688	Valid
7	.754	Valid
8	.754	Valid
9	.754	Valid
10	.570	Valid
11	.754	Valid
12	.688	Valid
13	.754	Valid
14	.754	Valid
15	.688	Valid
16	.570	Valid
17	.754	Valid
18	.688	Valid
19	.570	Valid
20	.754	Valid
21	.688	Valid
22	.754	Valid
23	.754	Valid



24	.570	Valid
25	.688	Valid
26	.570	Valid
27	.754	Valid
28	.754	Valid
29	.570	Valid
30	.754	Valid
31	.688	Valid
32	.754	Valid
33	.688	Valid
34	.754	Valid
35	.754	Valid
36	.570	Valid
37	.688	Valid
38	.570	Valid
39	.754	Valid
40	.754	Valid



## APPENDIX 11

## Scores of Students' Reading Comprehension Test (Y)

Students (N)	Students' Reading Comprehension Score (Y)
AW	80
ARPS	75
BSR	75
DA	80
DHA	65
FP	75
FDO	65
GR	65
LMKS	75
MK	75
NW	80
RH	85
RA	85
RS	70
SD	70
SM	65
AAM	75
ALG	60
AAH	80
AHP	65
DR	70
DE	80
DAL	80
ES	85
MY	75
M	75
NY	75
NAC	75
OGR	70
SR	80
WA	75
AS	80
A	75

<b>Students (N)</b>	<b>Students' Reading Comprehension Score (Y)</b>
IS	75
IA	70
MPA	80
ME	70
NL	70
NE	85
N	85
OH	85
RDA	80
UZ	85
WAP	65



## APPENDIX 12

## Scores of Students' Reading Habit Questionnaire (X1)

Students (N)	Students' Reading Habit Score (X1)
AW	131
ARPS	102
BSR	105
DA	131
DHA	85
FP	103
FDO	98
GR	83
LMKS	118
MK	103
NW	121
RH	142
RA	135
RS	115
SD	117
SM	95
AAM	109
ALG	98
AAH	123
AHP	96
DR	104
DE	128
DAL	129
ES	140
MY	107
M	121
NY	134
NAC	129
OGR	116
SR	139
WA	120
AS	130
A	116

<b>Students (N)</b>	<b>Students' Reading Habit Score (X1)</b>
IS	127
IA	110
MPA	136
ME	114
NL	104
NE	136
N	135
OH	132
RDA	125
UZ	135
WAP	92





## APPENDIX 13

## Scores of Students' Intrapersonal Intelligence Questionnaire (X2)

Students (N)	Students' Intrapersonal Intelligence Score (X2)
AW	154
ARPS	120
BSR	120
DA	178
DAH	130
FP	134
FDO	148
GR	137
LMKS	151
MK	134
NW	152
RH	163
RA	149
RS	156
SD	124
SM	139
AAM	168
ALG	126
AAH	169
AHP	133
DR	120
DE	155
DAL	165
ES	157
MY	144
M	139
NY	181
NAC	148
OGR	153
SR	138
WA	142
AS	174

<b>Students (N)</b>	<b>Students' Intrapersonal Intelligence Score (X<sub>2</sub>)</b>
A	145
IS	157
IA	117
MPA	165
ME	146
NL	156
NE	175
N	181
OH	150
RDA	175
UZ	171
WAP	152



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## APPENDIX 14

## Try Out

## Reading Comprehension Test

**Name** : Ardinal Wafiq

**Class** : 4A (PBI)

**Time Allocation** : 60 Minutes

**Choose a, b, c or d for the correct answer!**

***Read the following text to answer the questions number 1-4!***

Have you ever heard someone sing, “Happy birthday to you . . . happy birthday to you . . .”? If so, you are hardly alone—millions of people sing that song every year, and the tune is one of the most familiar of any song in North America.

Ironically, it is not known who wrote it! The tune was written by two sisters, Patty and Mildred Hill, who were school teachers in the late 19th century. But their song had different words; instead of “happy birthday to you,” the song ran “good morning to all.” The two sisters would sing this ditty to their students each morning as school began.

In 1924, the tune was published in a song book, which added the “happy birthday” lyrics as verse two. Today, the second verse of that song has become one of the best known tunes in the world—and nobody knows who wrote the words!

1. According to the passage, who wrote the tune to “Happy Birthday”?
  - a. Two priests ✓
  - b. Irving berlin
  - c. Patty and Mildred Hill
  - d. It is not known
  
2. Why is it ironic that the author of the words to “Happy Birthday” is not known?
  - a. Because almost everyone knows the song ✓
  - b. Because it shows how unjust life can be

- c. Because of modern copyright laws  
d. Because it was published in 1924
3. The underlined word ditty, as used in the passage, most nearly means ...
- Silly ✓
  - Shoe
  - Flower
  - Short song
4. What happened in 1924 to make “Happy Birthday” famous?
- Nothing significant happened
  - Hitler came to power in Germany ✓
  - The authors of the tune passed away
  - The tune was published in a song book with the words as a second verse

***Read the text below to answer the questions number 5-6!***

Ratatouille is a dish that has grown in popularity over the last few years. It features eggplant, zucchini, tomatoes, peppers, and garlic chopped, mixed, sautéed, and finally, cooked slowly over low heat. As the vegetables cook slowly, they make their own broth, which may be extended with a little tomato paste. The name ratatouille comes from the French word toiler, meaning to stir or mix together.

5. Which of the following is the correct order of steps for making ratatouille?
- Chop vegetables, add tomato paste, stir or mix together ✓
  - Mix the vegetables together, sauté them, and add tomato paste
  - Cook the vegetables slowly, mix them together, add tomato paste
  - Add tomato paste to extend the broth and cook slowly over low heat
6. Ratatouille can best be described as a ...
- French pastry ✓
  - Sauce to put over vegetables
  - Pasta dish extended with tomato paste
  - Vegetable stew

**Read the following text to answer the questions number 7-10!**

Daylilies are a beautiful perennial flower that can brighten up any yard or landscape. They are tolerant of drought and flooding, immune to heat stress, and grow well in full sun or light shade. They are the perfect choice for just about any soil or climate condition.

Different varieties of daylilies can be in bloom from late spring until autumn. Individual flowers last only one day, but each plant produces many buds, and many varieties have more than one flowering period.

Daylilies grow best in soil that is slightly acidic, and they prefer either direct sunshine or light shade. The best time to plant them is in the early fall or early spring, but they are hardy enough to endure planting or transplanting at almost any time of year. They should be planted 18 to 24 inches apart, and the bulb should be no deeper than one inch below the soil's surface.

7. According to the passage, what soil is best for daylilies?
  - a. Slightly neutral ✓
  - b. Slightly acidic
  - c. Any soil
  - d. Moist soil
  
8. You could infer from this passage that these flowers are called daylilies because ...
  - a. They only bloom in the daytime
  - b. The blooms last for one day ✓
  - c. They look like real lilies, but aren't
  - d. Charles Day developed the hybrid
  
9. How deep should daylilies be planted, according to the passage?
  - a. 18 to 24 inches
  - b. One inch or more
  - c. One inch or less
  - d. Any depth works ✓



10. The underlined word perennial, as used in this passage, most nearly means ...
- It blooms once.
  - It blooms every year
  - It is always popular
  - It is part of the lily genus ✓

***Read the text below to answer the questions number 11-13!***

The city will be enforcing winter parking rules from December 1 through March 31, according to City Street Manager Joseph Parks. This includes alternate-side parking regulations, as well as tow-away zones and handicap exceptions.

Cars are to be parked on the south and east sides of streets between the hours of 8 a.m. and midnight; and on the north and west sides of streets between midnight and 8 a.m. This is to permit snow plows and emergency vehicles access to all neighborhoods, as well as to keep rush-hour traffic to a minimum.

Vehicles that do not follow these guidelines will be towed at the owner's expense, Parks said, with the exception of those vehicles displaying handicapped parking permits.

11. What is the main idea of this passage?
- Cars should be parked on the street
  - Snow plows can bury cars under snow
  - Winter parking regulations will be put into effect ✓
  - Winter parking regulations are good for the environment
12. When should cars be parked on the west side of the street?
- Between 8 a.m. and midnight
  - Between midnight and 8 a.m. ✓
  - Between December 1 and March 31
  - Not stated
13. Which of the following is NOT a reason for these parking regulations to be followed?
- They prevent excessive traffic.
  - It's good for the cars to be moved frequently in cold weather ✓
  - It allows snow plows to get through.
  - They enable emergency vehicles to gain access to all neighborhoods

**Read the following text to answer the questions number 14-17!**

**Notice: Change to Policies and Procedures**

Beginning on July 1, the company will institute some changes to our policies and procedures (P&P). Please take time before that date to familiarize yourself with both the existing P&P and the planned changes. The P&P can be found on the company website under the “P/P” link.

Certain changes may affect your job description, vacation time, medical benefits, or other aspects of employment. These changes will become effective beginning July 31, but will not be considered retroactive. Some areas that will change include the following:

- Overtime cap for hourly employees
- Sick time for salaried employees
- Safety requirements for yard workers
- Dress code for office employees

If you have any questions concerning these changes, please contact the Human Resources office at ext. 412. All employees will be expected to understand and abide by the new P&P statement, as defined on our website and in our employee handbook.

14. When will the policies and procedures change?

- a. Not stated ✓
- b. June 30
- c. July 31
- d. July 1

15. Which of the following is NOT mentioned as an effect of the upcoming changes?

- a. Medical benefits ✓
- b. Dress code
- c. Salary caps
- d. Vacation time

16. How will sick time benefits be affected by the new policies?

- a. Employees will have less sick time ✓
- b. Salaried employees will have more sick time

- c. They will stay the same.
- d. Not stated

17. Where are the policies and procedures found?

- a. Www.companysite.com
- b. In the Human Resources office
- c. Employee handbook ✓
- d. Extension 412

***Read the following text to answer the questions number 18-19!***

Dogs and cats should never be permitted to eat chocolate, because chocolate works like a poison in their bodies. Chocolate contains a chemical called Theo bromine, which is similar to caffeine. Human bodies are able to process the Theo bromine without any ill side effects, but dogs and cats cannot.

Different types of chocolate contain different amounts of Theo bromine. It would take 20 ounces of milk chocolate to kill a 20-pound dog, but only two ounces of baker's chocolate or six ounces of semisweet chocolate. The amounts, of course, are much smaller for a cat, whose body weight is typically less than that of a dog.

Most cats are not naturally attracted to eating chocolate, but many dogs are. Dogs by nature will sample nearly anything that they see their masters eating, so pet owners must take care to keep all chocolate products well out of reach of their dogs and cats.

18. According to the passage, why is chocolate poisonous for dogs and cats?

- a. It contains caffeine
- b. Chocolate is made from processed cocoa
- c. It gets stuck in their intestines
- d. They cannot process Theo bromine ✓

19. How much milk chocolate would be poisonous to a cat, according to the passage?

- a. substantially less than 20 ounces ✓
- b. substantially more than 20 ounces
- c. approximately one pound
- d. half a Hershey bar

*For the questions number 20-22, a topic sentence is given. Try choosing the sentence that best develops or supports it.*

20. If a car suddenly begins to skid on ice, a driver's instinctive reaction might be the wrong one.
- Skids can be a terrifying experience
  - Cars can be very unpredictable on ice
  - Many people instinctively turn the wheel in the wrong direction, making the skid worse
  - New tires can help reduce the risk of skidding on ice ✓
21. The "lead" inside the common pencil is actually not lead at all
- Lead is commonly mined in Africa
  - Pencils were invented in 1603 by William Led belly
  - Even when sharpened, a pencil may not write as well as a pen
  - The substance used in pencils today is graphite ✓
22. Parents play an important role in their children's academic success
- Video games have a negative impact on children's academic success
  - Studies show that children of parents who regularly assist with homework and show an active interest in their child's studies bring home better grades ✓
  - Studies show that watching less television and spending less time playing video games help children get better grades
  - Children who are avid readers get much better grades than their peers.

***Read the following text to answer the questions number 23-24!***

### **Notice of Mandatory Refresher Training Course**

During the next ten months, all bus operators with two or more years of service will be required to have completed 20 hours of refresher training on one of the Vehicle Maneuvering Training Buses.

Instructors who have used this new technology report that trainees develop skills more quickly than with traditional training methods. In refresher training, this new system reinforces defensive driving skills and safe driving habits. Drivers can also check their reaction times and hand-eye coordination.



As an added benefit, the city expects to save money with the simulators, because the new system reduces the amount of training time in an actual bus—saving on parts, fuel, and other operating expenses.

23. All bus operators are required to do which of the following?
- Receive training in defensive driving and operating a computer
  - Complete ten months of refresher driver training
  - Train new drivers on how to operate a simulator
  - Complete 20 hours of training on a simulator ✓
24. The main purpose of the refresher training course on the simulator is to
- Make sure that all bus operators are maintaining proper driving habits
  - Give experienced bus operators an opportunity to learn new driving techniques
  - Help all bus operators to develop hand-eye coordination
  - Reduce the city's operating budget ✓

*Read the following poem to answer the questions number 25-28!*

### **Patriotism**

Breathes there the man with soul so dead,

Who never to himself hath said,

“This is my own, my native land!”

Whose heart hath ne'er within him burned

As home his footsteps he hath turned

From wandering on a foreign strand?

If such there breathe, go, mark him well;

For him no Minstrel raptures swell;

High though his titles, proud his name,

Boundless his wealth as wish can claim;

Despite those titles, power, and pelf,

The wretch, concentered all in self,



Living, shall forfeit fair renown,  
 And, doubly dying, shall go down  
 To the vile dust from whence he sprung,  
 Unwept, unhonored, and unsung.

25. What is the most likely meaning of the underlined word pelf, as used in this poem?
- Power ✓
  - Wealth
  - Stealth
  - Health
26. What does the poem mean that such people will be “doubly dying” (three lines from the end)?
- They will not die alone
  - They will die physically and also be forgotten ✓
  - Their death will be painful
  - They will die, then rise again
27. What does the underlined word concentered most likely mean?
- Swirling or curved
  - Arrogant, proud
  - Focused on, concerned with ✓
  - Looking upward
28. One can infer from this poem that Sir Walter Scott ...
- Loved his homeland
  - Was from Great Britain
  - Hated war ✓
  - Spoke many languages

***Read the text below to answer the questions number 29!***

Light pollution is a growing problem worldwide. Like other forms of pollution, light pollution degrades the quality of the environment. Where it was once possible to look up at the night sky

and see thousands of twinkling stars in the inky blackness, one now sees little more than the yellow glare of urban sky-glow. When we lose the ability to connect visually with the vastness of the universe by looking up at the night sky, we lose our connection with something profoundly important to the human spirit, our sense of wonder.

29. The passage implies that the most serious damage done by light pollution is to our ...
- Artistic appreciation
  - Sense of physical well-being
  - Cultural advancement
  - Spiritual selves ✓

***Read the following text to answer the questions number 30!***

Moscow has a history of chaotic periods of war that ended with the destruction of a once largely wooden city and the building of a new city on top of the rubble of the old. The result is a layered city, with each tier holding information about a part of Russia's past. In some areas of the city, archaeologists have reached the layer from 1147, the year of Moscow's founding. Among the findings from the various periods of Moscow's history are carved bones, metal tools, pottery, glass, jewelry, and crosses.

30. From the passage, the reader can infer that ...
- The people of Moscow are more interested in modernization than in preservation
  - The Soviet government destroyed many of the historic buildings in Russia
  - Moscow is the oldest large city in Russia, founded in 1147
  - Moscow has a history of invasions, with each new conqueror razing past structures. ✓

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**Try Out****Reading Comprehension Test****Name : Aulia Rachmad Pidie Saputra****Class : 4A****Time Allocation : 60 Minutes****Choose a, b, c or d for the correct answer!*****Read the following text to answer the questions number 1-4!***

Have you ever heard someone sing, “Happy birthday to you . . . happy birthday to you . . .”? If so, you are hardly alone—millions of people sing that song every year, and the tune is one of the most familiar of any song in North America.

Ironically, it is not known who wrote it! The tune was written by two sisters, Patty and Mildred Hill, who were school teachers in the late 19th century. But their song had different words; instead of “happy birthday to you,” the song ran “good morning to all.” The two sisters would sing this ditty to their students each morning as school began.

In 1924, the tune was published in a song book, which added the “happy birthday” lyrics as verse two. Today, the second verse of that song has become one of the best known tunes in the world—and nobody knows who wrote the words!

1. According to the passage, who wrote the tune to “Happy Birthday”?
  - a. Two priests
  - b. Irving Berlin
  - c. Patty and Mildred Hill
  - d. It is not known
2. Why is it ironic that the author of the words to “Happy Birthday” is not known?
  - a. Because almost everyone knows the song
  - b. Because it shows how unjust life can be
  - c. Because of modern copyright laws
  - d. Because it was published in 1924

3. The underlined word ditty, as used in the passage, most nearly means ...
- Silly
  - Shoe
  - Flower
  - Short song
4. What happened in 1924 to make “Happy Birthday” famous?
- Nothing significant happened
  - Hitler came to power in Germany
  - The authors of the tune passed away
  - The tune was published in a song book with the words as a second verse

*Read the text below to answer the questions number 5-6!*

Ratatouille is a dish that has grown in popularity over the last few years. It features eggplant, zucchini, tomatoes, peppers, and garlic chopped, mixed, sautéed, and finally, cooked slowly over low heat. As the vegetables cook slowly, they make their own broth, which may be extended with a little tomato paste. The name ratatouille comes from the French word toiler, meaning to stir or mix together.

5. Which of the following is the correct order of steps for making ratatouille?
- Chop vegetables, add tomato paste, stir or mix together
  - Mix the vegetables together, sauté them, and add tomato paste
  - Cook the vegetables slowly, mix them together, add tomato paste
  - Add tomato paste to extend the broth and cook slowly over low heat
6. Ratatouille can best be described as a ...
- French pastry
  - Sauce to put over vegetables
  - Pasta dish extended with tomato paste
  - Vegetable stew



**Read the following text to answer the questions number 7-10!**

Daylilies are a beautiful perennial flower that can brighten up any yard or landscape. They are tolerant of drought and flooding, immune to heat stress, and grow well in full sun or light shade. They are the perfect choice for just about any soil or climate condition.

Different varieties of daylilies can be in bloom from late spring until autumn. Individual flowers last only one day, but each plant produces many buds, and many varieties have more than one flowering period.

Daylilies grow best in soil that is slightly acidic, and they prefer either direct sunshine or light shade. The best time to plant them is in the early fall or early spring, but they are hardy enough to endure planting or transplanting at almost any time of year. They should be planted 18 to 24 inches apart, and the bulb should be no deeper than one inch below the soil's surface.

7. According to the passage, what soil is best for daylilies?
  - a. Slightly neutral
  - b. Slightly acidic**
  - c. Any soil
  - d. Moist soil
  
8. You could infer from this passage that these flowers are called daylilies because ...
  - a. They only bloom in the daytime
  - b. The blooms last for one day**
  - c. They look like real lilies, but aren't
  - d. Charles Day developed the hybrid
  
9. How deep should daylilies be planted, according to the passage?
  - a. 18 to 24 inches
  - b. One inch or more
  - c. One inch or less**
  - d. Any depth works
  
10. The underlined word perennial, as used in this passage, most nearly means ...
  - a. It blooms once.
  - b. It blooms every year**



- c. It is always popular
- d. It is part of the lily genus

***Read the text below to answer the questions number 11-13!***

The city will be enforcing winter parking rules from December 1 through March 31, according to City Street Manager Joseph Parks. This includes alternate-side parking regulations, as well as tow-away zones and handicap exceptions.

Cars are to be parked on the south and east sides of streets between the hours of 8 a.m. and midnight; and on the north and west sides of streets between midnight and 8 a.m. This is to permit snow plows and emergency vehicles access to all neighborhoods, as well as to keep rush-hour traffic to a minimum.

Vehicles that do not follow these guidelines will be towed at the owner's expense, Parks said, with the exception of those vehicles displaying handicapped parking permits.

11. What is the main idea of this passage?
- a. Cars should be parked on the street
  - b. Snow plows can bury cars under snow
  - c. Winter parking regulations will be put into effect**
  - d. Winter parking regulations are good for the environment
12. When should cars be parked on the west side of the street?
- a. Between 8 a.m. and midnight
  - b. Between midnight and 8 a.m.**
  - c. Between December 1 and March 31
  - d. Not stated
13. Which of the following is NOT a reason for these parking regulations to be followed?
- a. They prevent excessive traffic.
  - b. It's good for the cars to be moved frequently in cold weather**
  - c. It allows snow plows to get through.
  - d. They enable emergency vehicles to gain access to all neighborhoods

**Read the following text to answer the questions number 14-17!**

**Notice: Change to Policies and Procedures**

Beginning on July 1, the company will institute some changes to our policies and procedures (P&P). Please take time before that date to familiarize yourself with both the existing P&P and the planned changes. The P&P can be found on the company website under the “P/P” link.

Certain changes may affect your job description, vacation time, medical benefits, or other aspects of employment. These changes will become effective beginning July 31, but will not be considered retroactive. Some areas that will change include the following:

- Overtime cap for hourly employees
- Sick time for salaried employees
- Safety requirements for yard workers
- Dress code for office employees

If you have any questions concerning these changes, please contact the Human Resources office at ext. 412. All employees will be expected to understand and abide by the new P&P statement, as defined on our website and in our employee handbook.

14. When will the policies and procedures change?

- a. Not stated
- b. June 30
- c. July 31
- d. July 1**

15. Which of the following is NOT mentioned as an effect of the upcoming changes?

- a. Medical benefits
- b. Dress code
- c. Salary caps**
- d. Vacation time

16. How will sick time benefits be affected by the new policies?

- a. Employees will have less sick time**
- b. Salaried employees will have more sick time

- c. They will stay the same.
- d. Not stated

17. Where are the policies and procedures found?

- a. Www.companysite.com
- b. In the Human Resources office
- c. Employee handbook
- d. Extension 412

**Read the following text to answer the questions number 18-19!**

Dogs and cats should never be permitted to eat chocolate, because chocolate works like a poison in their bodies. Chocolate contains a chemical called Theo bromine, which is similar to caffeine. Human bodies are able to process the Theo bromine without any ill side effects, but dogs and cats cannot.

Different types of chocolate contain different amounts of Theo bromine. It would take 20 ounces of milk chocolate to kill a 20-pound dog, but only two ounces of baker's chocolate or six ounces of semisweet chocolate. The amounts, of course, are much smaller for a cat, whose body weight is typically less than that of a dog.

Most cats are not naturally attracted to eating chocolate, but many dogs are. Dogs by nature will sample nearly anything that they see their masters eating, so pet owners must take care to keep all chocolate products well out of reach of their dogs and cats.

18. According to the passage, why is chocolate poisonous for dogs and cats?

- a. It contains caffeine
- b. Chocolate is made from processed cocoa
- c. It gets stuck in their intestines
- d. They cannot process Theo bromine

19. How much milk chocolate would be poisonous to a cat, according to the passage?

- a. substantially less than 20 ounces
- b. substantially more than 20 ounces
- c. approximately one pound
- d. half a Hershey bar

*For the questions number 20-22, a topic sentence is given. Try choosing the sentence that best develops or supports it.*

20. If a car suddenly begins to skid on ice, a driver's instinctive reaction might be the wrong one.
- Skids can be a terrifying experience
  - Cars can be very unpredictable on ice
  - Many people instinctively turn the wheel in the wrong direction, making the skid worse
  - New tires can help reduce the risk of skidding on ice
21. The "lead" inside the common pencil is actually not lead at all
- Lead is commonly mined in Africa
  - Pencils were invented in 1603 by William Led belly
  - Even when sharpened, a pencil may not write as well as a pen
  - The substance used in pencils today is graphite
22. Parents play an important role in their children's academic success
- Video games have a negative impact on children's academic success
  - Studies show that children of parents who regularly assist with homework and show an active interest in their child's studies bring home better grades
  - Studies show that watching less television and spending less time playing video games help children get better grades
  - Children who are avid readers get much better grades than their peers.

*Read the following text to answer the questions number 23-24!*

### **Notice of Mandatory Refresher Training Course**

During the next ten months, all bus operators with two or more years of service will be required to have completed 20 hours of refresher training on one of the Vehicle Maneuvering Training Buses.

Instructors who have used this new technology report that trainees develop skills more quickly than with traditional training methods. In refresher training, this new system reinforces defensive driving skills and safe driving habits. Drivers can also check their reaction times and hand-eye coordination.



As an added benefit, the city expects to save money with the simulators, because the new system reduces the amount of training time in an actual bus—saving on parts, fuel, and other operating expenses.

23. All bus operators are required to do which of the following?

- a. Receive training in defensive driving and operating a computer
- b. Complete ten months of refresher driver training
- c. Train new drivers on how to operate a simulator
- d. Complete 20 hours of training on a simulator

24. The main purpose of the refresher training course on the simulator is to

- a. Make sure that all bus operators are maintaining proper driving habits
- b. Give experienced bus operators an opportunity to learn new driving techniques
- c. Help all bus operators to develop hand-eye coordination
- d. Reduce the city's operating budget

*Read the following poem to answer the questions number 25-28!*

### Patriotism

Breathes there the man with soul so dead,

Who never to himself hath said,

“This is my own, my native land!”

Whose heart hath ne'er within him burned

As home his footsteps he hath turned

From wandering on a foreign strand?

If such there breathe, go, mark him well;

For him no Minstrel raptures swell;

High though his titles, proud his name,

Boundless his wealth as wish can claim;

Despite those titles, power, and pelf,

The wretch, concentered all in self,



Living, shall forfeit fair renown,  
 And, doubly dying, shall go down  
 To the vile dust from whence he sprung,  
 Unwept, unhonored, and unsung.

25. What is the most likely meaning of the underlined word self, as used in this poem?

- a. Power
- b. Wealth**
- c. Stealth
- d. Health

26. What does the poem mean that such people will be “doubly dying” (three lines from the end)?

- a. They will not die alone
- b. They will die physically and also be forgotten**
- c. Their death will be painful
- d. They will die, then rise again

27. What does the underlined word concentered most likely mean?

- a. Swirling or curved
- b. Arrogant, proud
- c. Focused on, concerned with**
- d. Looking upward

28. One can infer from this poem that Sir Walter Scott ...

- a. Loved his homeland
- b. Was from Great Britain
- c. Hated war
- d. Spoke many languages**

***Read the text below to answer the questions number 29!***

Light pollution is a growing problem worldwide. Like other forms of pollution, light pollution degrades the quality of the environment. Where it was once possible to look up at the night sky

and see thousands of twinkling stars in the inky blackness, one now sees little more than the yellow glare of urban sky-glow. When we lose the ability to connect visually with the vastness of the universe by looking up at the night sky, we lose our connection with something profoundly important to the human spirit, our sense of wonder.

29. The passage implies that the most serious damage done by light pollution is to our ...
- Artistic appreciation
  - Sense of physical well-being
  - Cultural advancement

**d. Spiritual selves**

***Read the following text to answer the questions number 30!***

Moscow has a history of chaotic periods of war that ended with the destruction of a once largely wooden city and the building of a new city on top of the rubble of the old. The result is a layered city, with each tier holding information about a part of Russia's past. In some areas of the city, archaeologists have reached the layer from 1147, the year of Moscow's founding. Among the findings from the various periods of Moscow's history are carved bones, metal tools, pottery, glass, jewelry, and crosses.

30. From the passage, the reader can infer that ...
- The people of Moscow are more interested in modernization than in preservation
  - The Soviet government destroyed many of the historic buildings in Russia
  - Moscow is the oldest large city in Russia, founded in 1147
- d. Moscow has a history of invasions, with each new conqueror razing past structures.**

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## Try Out

### Reading Comprehension Test

**Name** : Friska Deni Oktrisyia

**Class** : PBI 4A

**Time Allocation** : 60 Minutes

**Choose a, b, c or d for the correct answer!**

**Read the following text to answer the questions number 1-4!**

Have you ever heard someone sing, “Happy birthday to you . . . happy birthday to you . . .”? If so, you are hardly alone—millions of people sing that song every year, and the tune is one of the most familiar of any song in North America.

Ironically, it is not known who wrote it! The tune was written by two sisters, Patty and Mildred Hill, who were school teachers in the late 19th century. But their song had different words; instead of “happy birthday to you,” the song ran “good morning to all.” The two sisters would sing this ditty to their students each morning as school began.

In 1924, the tune was published in a song book, which added the “happy birthday” lyrics as verse two. Today, the second verse of that song has become one of the best known tunes in the world—and nobody knows who wrote the words!

1. According to the passage, who wrote the tune to “Happy Birthday”?
  - a. Two priests
  - b. Irving Berlin
  - c. Patty and Mildred Hill ✓
  - d. It is not known
  
2. Why is it ironic that the author of the words to “Happy Birthday” is not known?
  - a. Because almost everyone knows the song ✓
  - b. Because it shows how unjust life can be
  - c. Because of modern copyright laws
  - d. Because it was published in 1924

3. The underlined word ditty, as used in the passage, most nearly means ...
- Silly
  - Shoe
  - Flower
  - Short song ✓
4. What happened in 1924 to make “Happy Birthday” famous?
- Nothing significant happened
  - Hitler came to power in Germany
  - The authors of the tune passed away
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***Read the text below to answer the questions number 5-6!***

Ratatouille is a dish that has grown in popularity over the last few years. It features eggplant, zucchini, tomatoes, peppers, and garlic chopped, mixed, sautéed, and finally, cooked slowly over low heat. As the vegetables cook slowly, they make their own broth, which may be extended with a little tomato paste. The name ratatouille comes from the French word toiler, meaning to stir or mix together.

5. Which of the following is the correct order of steps for making ratatouille?
- Chop vegetables, add tomato paste, stir or mix together
  - Mix the vegetables together, sauté them, and add tomato paste ✓
  - Cook the vegetables slowly, mix them together, add tomato paste
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6. Ratatouille can best be described as a ...
- French pastry
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**Read the following text to answer the questions number 7-10!**

Daylilies are a beautiful perennial flower that can brighten up any yard or landscape. They are tolerant of drought and flooding, immune to heat stress, and grow well in full sun or light shade. They are the perfect choice for just about any soil or climate condition.

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  - b. Slightly acidic ✓
  - c. Any soil
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8. You could infer from this passage that these flowers are called daylilies because ...
  - a. They only bloom in the daytime
  - b. The blooms last for one day ✓
  - c. They look like real lilies, but aren't
  - d. Charles Day developed the hybrid
  
9. How deep should daylilies be planted, according to the passage?
  - a. 18 to 24 inches
  - b. One inch or more
  - c. One inch or less ✓
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10. The underlined word perennial, as used in this passage, most nearly means ...
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- c. It is always popular
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24. The main purpose of the refresher training course on the simulator is to
- Make sure that all bus operators are maintaining proper driving habits ✓
  - Give experienced bus operators an opportunity to learn new driving techniques
  - Help all bus operators to develop hand-eye coordination
  - Reduce the city's operating budget

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As home his footsteps he hath turned

From wandering on a foreign strand?

If such there breathe, go, mark him well;

For him no Minstrel raptures swell;

High though his titles, proud his name,

Boundless his wealth as wish can claim;

Despite those titles, power, and pelf,

The wretch, concentered all in self,



Living, shall forfeit fair renown,  
 And, doubly dying, shall go down  
 To the vile dust from whence he sprung,  
 Unwept, unhonored, and unsung.

25. What is the most likely meaning of the underlined word pelf, as used in this poem?

- a. Power
- b. Wealth ✓
- c. Stealth
- d. Health

26. What does the poem mean that such people will be “doubly dying” (three lines from the end)?

- a. They will not die alone
- b. They will die physically and also be forgotten ✓
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27. What does the underlined word concentered most likely mean?

- a. Swirling or curved
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28. One can infer from this poem that Sir Walter Scott ...

- a. Loved his homeland ✓
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- d. Spoke many languages

***Read the text below to answer the questions number 29!***

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29. The passage implies that the most serious damage done by light pollution is to our ...
- Artistic appreciation
  - Sense of physical well-being
  - Cultural advancement
  - Spiritual selves ✓

***Read the following text to answer the questions number 30!***

Moscow has a history of chaotic periods of war that ended with the destruction of a once largely wooden city and the building of a new city on top of the rubble of the old. The result is a layered city, with each tier holding information about a part of Russia's past. In some areas of the city, archaeologists have reached the layer from 1147, the year of Moscow's founding. Among the findings from the various periods of Moscow's history are carved bones, metal tools, pottery, glass, jewelry, and crosses.

30. From the passage, the reader can infer that ...
- The people of Moscow are more interested in modernization than in preservation
  - The Soviet government destroyed many of the historic buildings in Russia
  - Moscow is the oldest large city in Russia, founded in 1147
  - Moscow has a history of invasions, with each new conqueror razing past structures. ✓

## APPENDIX 15

## Try Out

Angket (Questionnaire) Reading Habit**A. Petunjuk Pengisian Angket**

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (√) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

**B. Biodata Responden**

Nama : Dhea Agnesia  
 NIM : 1910203019  
 Kelas/Semester : A/4

**C. Keterangan Jawaban**

SS : Sangat Setuju  
 ST : Setuju  
 N : Netral  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju



NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
1.	Saya merasa bersemangat ketika membaca buku berbahasa Inggris					√
2.	Saya senang menerima buku berbahasa Inggris sebagai hadiah			√		
3.	Saya mendiskusikan buku berbahasa Inggris yang saya baca bersama teman saya					√
4.	Saya merasa bosan ketika membaca buku berbahasa Inggris saat istirahat			√		
5.	Saya merasa terbebani ketika mengunjungi perpustakaan untuk membaca buku berbahasa Inggris		√			
6.	Saya sering sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang			√		
7.	Saya jarang sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang	√				
8.	Saya selalu membaca buku berbahasa Inggris dalam satu hari					√
9.	Saya tidak pernah membaca buku berbahasa Inggris dalam satu hari			√		
10.	Saya sering belajar menggunakan buku berbahasa Inggris					√
11.	Dalam 3 bulan saya membaca lebih dari 4 buku berbahasa Inggris					√
12.	Dalam 3 bulan saya membaca kurang dari 4 buku berbahasa Inggris			√		
13.	Saya membaca berbagai macam buku fiksi berbahasa Inggris (novel, komik, cerpen, dan lain-lain) dalam kurun waktu 3 bulan					√
14.	Setiap 3 bulan tidak ada buku baru berbahasa Inggris yang saya beli/ pinjam			√		
15.	Setiap 3 bulan ada buku baru berbahasa Inggris yang saya beli/ pinjam					√
16.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris cukup lama					√
17.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris hamper tidak ada	√				
18.	Saya membaca materi terkait sebelum pelajaran bahasa Inggris dimulai					√
19.	Saya tidak mencari tambahan referensi ketika mendapat tugas Bahasa Inggris dari Dosen			√		
20.	Saya menyiapkan kamus sebagai pendamping dalam membaca buku berbahasa Inggris					√



NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
21.	Setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya			√		
22.	Tidak setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya	√				
23.	Saya membaca teks berbahasa Inggris untuk mengisi waktu luang saya					√
24.	Saya memilih untuk melakukan hal lain selain membaca teks berbahasa Inggris untuk mengisi waktu luang saya			√		
25.	Saya membaca teks berbahasa Inggris untuk menambah pengetahuan saya					√
26.	Seluruh anggota keluarga saya memiliki minat yang tinggi dalam membaca buku berbahasa Inggris			√		
27.	Seluruh anggota keluarga saya memiliki minat yang rendah dalam membaca buku berbahasa Inggris					√
28.	Orang tua saya yakin bahwa bahasa Inggris itu penting dengan membelikan buku-buku berbahasa Inggris untuk saya					√
29.	Keluarga saya mendorong saya untuk membaca buku berbahasa Inggris minimal 15 menit perhari daripada harus menghabiskan waktu luang saya untuk bermain			√		
30.	Keluarga saya tidak peduli saya rajin atau tidak membaca buku berbahasa Inggris	√				
31.	Saya membaca buku berbahasa Inggris karena ingin memahami isinya			√		
32.	Saya enggan membaca buku berbahasa Inggris untuk memahami isi buku	√				
33.	Saya selalu membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya					√
34.	Saya tidak pernah membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya			√		
35.	Buku berbahasa Inggris lebih menarik dari bahasa lainnya					√



## Try Out

### Angket (Questionnaire) Reading Habit

#### A. Petunjuk Pengisian Angket

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (√) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

#### B. Biodata Responden

Nama : Frenedi Pautar  
NIM : 1910203012  
Kelas/Semester : 4A

#### C. Keterangan Jawaban

SS : Sangat Setuju  
ST : Setuju  
N : Netral  
TS : Tidak Setuju  
STS : Sangat Tidak Setuju

INSTITUT AGAMA ISLAM NEGERI  
KERINCI

NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
1.	Saya merasa bersemangat ketika membaca buku berbahasa Inggris			✓		
2.	Saya senang menerima buku berbahasa Inggris sebagai hadiah					✓
3.	Saya mendiskusikan buku berbahasa Inggris yang saya baca bersama teman saya			✓		
4.	Saya merasa bosan ketika membaca buku berbahasa Inggris saat istirahat	✓				
5.	Saya merasa terbebani ketika mengunjungi perpustakaan untuk membaca buku berbahasa Inggris			✓		
6.	Saya sering sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang					✓
7.	Saya jarang sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang			✓		
8.	Saya selalu membaca buku berbahasa Inggris dalam satu hari			✓		
9.	Saya tidak pernah membaca buku berbahasa Inggris dalam satu hari	✓				
10.	Saya sering belajar menggunakan buku berbahasa Inggris			✓		
11.	Dalam 3 bulan saya membaca lebih dari 4 buku berbahasa Inggris			✓		
12.	Dalam 3 bulan saya membaca kurang dari 4 buku berbahasa Inggris	✓				
13.	Saya membaca berbagai macam buku fiksi berbahasa Inggris (novel, komik, cerpen, dan lain-lain) dalam kurun waktu 3 bulan			✓		
14.	Setiap 3 bulan tidak ada buku baru berbahasa Inggris yang saya beli/ pinjam	✓				
15.	Setiap 3 bulan ada buku baru berbahasa Inggris yang saya beli/ pinjam			✓		
16.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris cukup lama			✓		
17.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris hamper tidak ada			✓		
18.	Saya membaca materi terkait sebelum pelajaran bahasa Inggris dimulai			✓		
19.	Saya tidak mencari tambahan referensi ketika mendapat tugas Bahasa Inggris dari Dosen	✓				

NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
20.	Saya menyiapkan kamus sebagai pendamping dalam membaca buku berbahasa Inggris			✓		
21.	Setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya					✓
22.	Tidak setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya			✓		
23.	Saya membaca teks berbahasa Inggris untuk mengisi waktu luang saya			✓		
24.	Saya memilih untuk melakukan hal lain selain membaca teks berbahasa Inggris untuk mengisi waktu luang saya	✓				
25.	Saya membaca teks berbahasa Inggris untuk menambah pengetahuan saya			✓		
26.	Seluruh anggota keluarga saya memiliki minat yang tinggi dalam membaca buku berbahasa Inggris					✓
27.	Seluruh anggota keluarga saya memiliki minat yang rendah dalam membaca buku berbahasa Inggris			✓		
28.	Orang tua saya yakin bahwa bahasa Inggris itu penting dengan membelikan buku-buku berbahasa Inggris untuk saya			✓		
29.	Keluarga saya mendorong saya untuk membaca buku berbahasa Inggris minimal 15 menit perhari daripada harus menghabiskan waktu luang saya untuk bermain					✓
30.	Keluarga saya tidak peduli saya rajin atau tidak membaca buku berbahasa Inggris			✓		
31.	Saya membaca buku berbahasa Inggris karena ingin memahami isinya					✓
32.	Saya enggan membaca buku berbahasa Inggris untuk memahami isi buku			✓		
33.	Saya selalu membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya			✓		
34.	Saya tidak pernah membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya	✓				
35.	Buku berbahasa Inggris lebih menarik dari bahasa lainnya			✓		

## Try Out

### Angket (Questionnaire) Reading Habit

#### A. Petunjuk Pengisian Angket

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (√) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

#### B. Biodata Responden

Nama : Sri Maiyani  
 NIM : 1910203032  
 Kelas/Semester : 4A TBI

#### C. Keterangan Jawaban

SS : Sangat Setuju  
 ST : Setuju  
 N : Netral  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

INSTITUT AGAMA ISLAM NEGERI  
 K E R I N C I



NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
1.	Saya merasa bersemangat ketika membaca buku berbahasa Inggris	√				
2.	Saya senang menerima buku berbahasa Inggris sebagai hadiah	√				
3.	Saya mendiskusikan buku berbahasa Inggris yang saya baca bersama teman saya	√				
4.	Saya merasa bosan ketika membaca buku berbahasa Inggris saat istirahat					√
5.	Saya merasa terbebani ketika mengunjungi perpustakaan untuk membaca buku berbahasa Inggris					√
6.	Saya sering sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang	√				
7.	Saya jarang sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang					√
8.	Saya selalu membaca buku berbahasa Inggris dalam satu hari	√				
9.	Saya tidak pernah membaca buku berbahasa Inggris dalam satu hari					√
10.	Saya sering belajar menggunakan buku berbahasa Inggris	√				
11.	Dalam 3 bulan saya membaca lebih dari 4 buku berbahasa Inggris	√				
12.	Dalam 3 bulan saya membaca kurang dari 4 buku berbahasa Inggris					√
13.	Saya membaca berbagai macam buku fiksi berbahasa Inggris (novel, komik, cerpen, dan lain-lain) dalam kurun waktu 3 bulan	√				
14.	Setiap 3 bulan tidak ada buku baru berbahasa Inggris yang saya beli/ pinjam					√
15.	Setiap 3 bulan ada buku baru berbahasa Inggris yang saya beli/ pinjam	√				
16.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris cukup lama	√				
17.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris hamper tidak ada					√
18.	Saya membaca materi terkait sebelum pelajaran bahasa Inggris dimulai	√				
19.	Saya tidak mencari tambahan referensi ketika mendapat tugas Bahasa Inggris dari Dosen					√
20.	Saya menyiapkan kamus sebagai pendamping dalam membaca buku berbahasa Inggris	√				



NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
21.	Setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya	√				
22.	Tidak setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya					√
23.	Saya membaca teks berbahasa Inggris untuk mengisi waktu luang saya	√				
24.	Saya memilih untuk melakukan hal lain selain membaca teks berbahasa Inggris untuk mengisi waktu luang saya					√
25.	Saya membaca teks berbahasa Inggris untuk menambah pengetahuan saya	√				
26.	Seluruh anggota keluarga saya memiliki minat yang tinggi dalam membaca buku berbahasa Inggris	√				
27.	Seluruh anggota keluarga saya memiliki minat yang rendah dalam membaca buku berbahasa Inggris					√
28.	Orang tua saya yakin bahwa bahasa Inggris itu penting dengan membelikan buku-buku berbahasa Inggris untuk saya	√				
29.	Keluarga saya mendorong saya untuk membaca buku berbahasa Inggris minimal 15 menit perhari daripada harus menghabiskan waktu luang saya untuk bermain	√				
30.	Keluarga saya tidak peduli saya rajin atau tidak membaca buku berbahasa Inggris					√
31.	Saya membaca buku berbahasa Inggris karena ingin memahami isinya	√				
32.	Saya enggan membaca buku berbahasa Inggris untuk memahami isi buku					√
33.	Saya selalu membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya	√				
34.	Saya tidak pernah membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya					√
35.	Buku berbahasa Inggris lebih menarik dari bahasa lainnya	√				

## APPENDIX 16

## Try Out

Angket (Questionnaire) Intrapersonal Intelligence**A. Petunjuk Pengisian Angket**

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (√) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

**B. Biodata Responden**

Nama : Dini Afrianti  
 NIM : 1910203085  
 Kelas/Semester : PBI 4A

**C. Keterangan Jawaban**

SS : Sangat Setuju  
 ST : Setuju  
 N : Netral  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

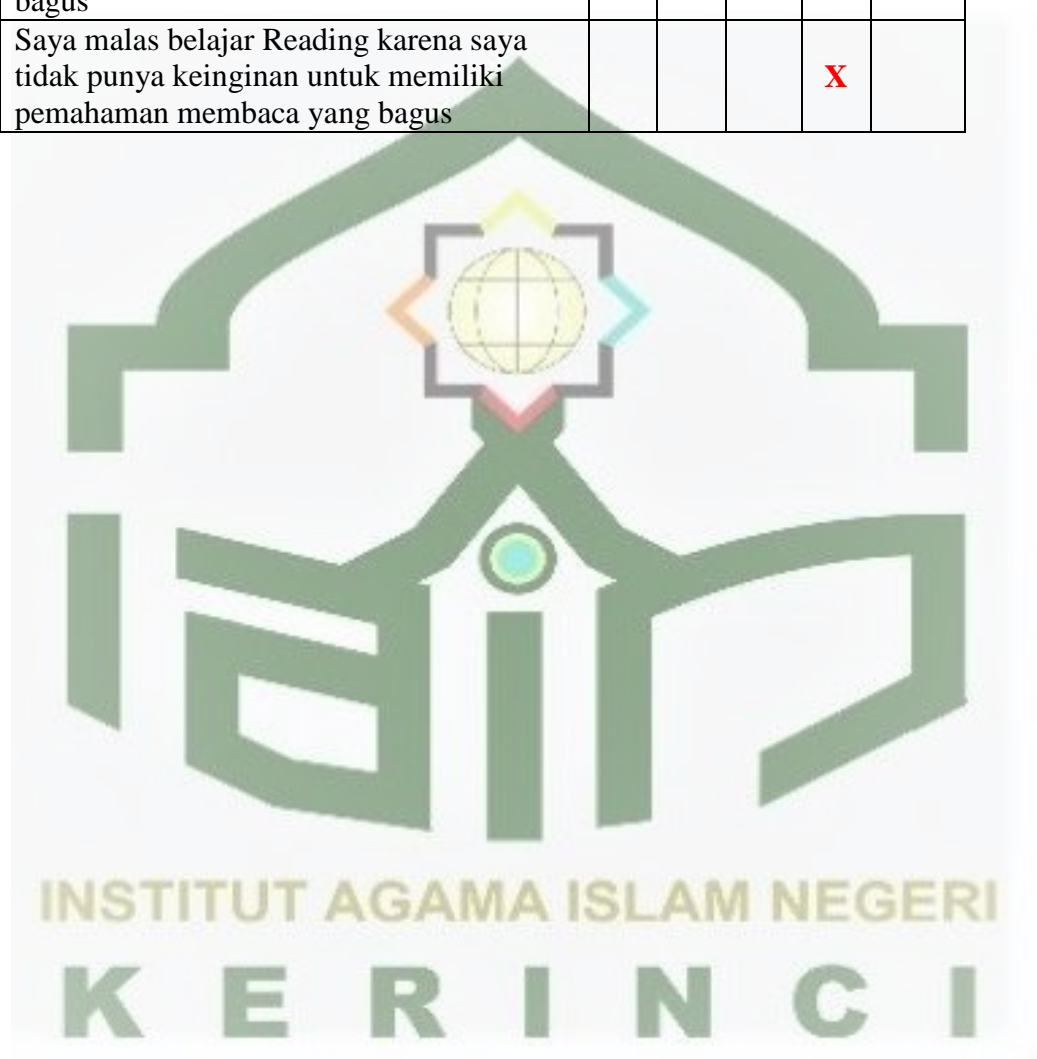
INSTITUT AGAMA ISLAM NEGERI  
 K E R I N C I

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
1.	Saya mengetahui penyebab saya merasa senang ataupun malas belajar reading				X	
2.	Saya tidak mengetahui penyebab saya merasa senang ataupun malas belajar reading	X				
3.	Saya merasa puas dengan kemampuan pemahaman membaca saya		X			
4.	Saya tidak merasa puas dengan kemampuan pemahaman membaca saya				X	
5.	Saya merasa bangga ketika memperoleh nilai Reading yang tinggi					X
6.	Saya tidak merasa bangga ketika memperoleh nilai Reading yang tinggi		X			
7.	Saya akan menyelesaikan tugas Reading yang menjadi tanggung jawab meskipun saya tidak suka		X			
8.	Saya tidak akan menyelesaikan tugas Reading yang menjadi tanggung jawab karena saya tidak suka				X	
9.	Saya tidak malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen		X			
10.	Saya malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen	X				
11.	Saya berusaha untuk tidak menyontek ketika sedang ulangan Reading		X			
12.	Saya menyontek ketika sedang ulangan Reading		X			
13.	Saya tidak malu untuk menyampaikan ide saya di kelas Reading		X			
14.	Saya malu untuk menyampaikan ide saya di kelas Reading				X	
15.	Saya berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen				X	
16.	Saya tidak berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen	X				
17.	Saya mengerjakan soal latihan Reading Comprehension dengan penuh keyakinan diri		X			
18.	Saya tidak yakin ketika mengerjakan soal latihan Reading Comprehension		X			
19.	Saya mengerjakan tugas Reading tanpa disuruh oleh orang tua					X
20.	Saya tidak mengerjakan tugas Reading jika tidak disuruh oleh orang tua				X	

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
21.	Saya berusaha memahami materi Reading yang diajarkan Dosen dengan cara memperhatikan				X	
22.	Saya tidak memperhatikan ketika Dosen sedang menjelaskan materi Reading				X	
23.	Saya berusaha mengerjakan soal Reading Comprehension sendiri walaupun sulit		X			
24.	Saya tidak akan mengerjakan soal Reading Comprehension jika sulit	X				
25.	Saya tetap mensyukuri berapapun nilai Reading yang saya peroleh				X	
26.	Saya kecewa ketika pemahaman membaca saya masih rendah	X				
27.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension dan saya akan berusaha memperbaiki kekurangan saya		X			
28.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension tapi saya malas untuk memperbaiki kekurangan saya				X	
29.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension dan saya akan berusaha mengembangkan kelebihan saya					X
30.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension tapi saya malas berusaha mengembangkan kelebihan saya				X	
31.	Saya menghargai dan menerima kelebihan dan kekurangan saya dalam Reading Comprehension				X	
32.	Saya tidak bisa menerima kekurangan saya dalam Reading Comprehension				X	
33.	Saya bersemangat dalam belajar Reading untuk meningkatkan Reading Comprehension saya dan mendapatkan nilai yang bagus				X	
34.	Saya tidak bersemangat dalam belajar Reading walaupun Reading Comprehension saya masih rendah dan perlu ditingkatkan				X	
35.	Saya tetap belajar Reading walaupun pemahaman membaca saya sudah bagus		X			
36.	Saya tidak belajar Reading karena pemahaman membaca saya sudah bagus	X				
37.	Saya memikirkan penyebab Reading Comprehension saya masih rendah dan				X	



NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
	saya akan berusaha untuk meningkatkan Reading Comprehension saya					
38.	Saya malas memikirkan penyebab Reading Comprehension saya masih rendah dan saya tidak punya keinginan untuk meningkatkan Reading Comprehension saya	X				
39.	Saya rajin belajar Reading karena saya ingin memiliki pemahaman membaca yang bagus		X			
40.	Saya malas belajar Reading karena saya tidak punya keinginan untuk memiliki pemahaman membaca yang bagus				X	





## Try Out

### Angket (Questionnaire) Intrapersonal Intelligence

#### A. Petunjuk Pengisian Angket

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (√) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

#### B. Biodata Responden

Nama : Resta Amalia  
 NIM : 1910203029  
 Kelas/Semester : A / 4

#### C. Keterangan Jawaban

SS : Sangat Setuju  
 ST : Setuju  
 N : Netral  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

INSTITUT AGAMA ISLAM NEGERI  
 K E R I N C I

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
1.	Saya mengetahui penyebab saya merasa senang ataupun malas belajar reading					✓
2.	Saya tidak mengetahui penyebab saya merasa senang ataupun malas belajar reading		✓			
3.	Saya merasa puas dengan kemampuan pemahaman membaca saya	✓				
4.	Saya tidak merasa puas dengan kemampuan pemahaman membaca saya					✓
5.	Saya merasa bangga ketika memperoleh nilai Reading yang tinggi				✓	
6.	Saya tidak merasa bangga ketika memperoleh nilai Reading yang tinggi	✓				
7.	Saya akan menyelesaikan tugas Reading yang menjadi tanggung jawab meskipun saya tidak suka	✓				
8.	Saya tidak akan menyelesaikan tugas Reading yang menjadi tanggung jawab karena saya tidak suka					✓
9.	Saya tidak malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen	✓				
10.	Saya malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen		✓			
11.	Saya berusaha untuk tidak menyontek ketika sedang ulangan Reading	✓				
12.	Saya menyontek ketika sedang ulangan Reading	✓				
13.	Saya tidak malu untuk menyampaikan ide saya di kelas Reading	✓				
14.	Saya malu untuk menyampaikan ide saya di kelas Reading				✓	
15.	Saya berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen					✓
16.	Saya tidak berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen		✓			
17.	Saya mengerjakan soal latihan Reading Comprehension dengan penuh keyakinan diri	✓				
18.	Saya tidak yakin ketika mengerjakan soal latihan Reading Comprehension	✓				
19.	Saya mengerjakan tugas Reading tanpa disuruh oleh orang tua				✓	
20.	Saya tidak mengerjakan tugas Reading jika tidak disuruh oleh orang tua					✓

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
21.	Saya berusaha memahami materi Reading yang diajarkan Dosen dengan cara memperhatikan					✓
22.	Saya tidak memperhatikan ketika Dosen sedang menjelaskan materi Reading					✓
23.	Saya berusaha mengerjakan soal Reading Comprehension sendiri walaupun sulit	✓				
24.	Saya tidak akan mengerjakan soal Reading Comprehension jika sulit		✓			
25.	Saya tetap mensyukuri berapapun nilai Reading yang saya peroleh					✓
26.	Saya kecewa ketika pemahaman membaca saya masih rendah		✓			
27.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension dan saya akan berusaha memperbaiki kekurangan saya	✓				
28.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension tapi saya malas untuk memperbaiki kekurangan saya					✓
29.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension dan saya akan berusaha mengembangkan kelebihan saya				✓	
30.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension tapi saya malas berusaha mengembangkan kelebihan saya					✓
31.	Saya menghargai dan menerima kelebihan dan kekurangan saya dalam Reading Comprehension					✓
32.	Saya tidak bisa menerima kekurangan saya dalam Reading Comprehension					✓
33.	Saya bersemangat dalam belajar Reading untuk meningkatkan Reading Comprehension saya dan mendapatkan nilai yang bagus					✓
34.	Saya tidak bersemangat dalam belajar Reading walaupun Reading Comprehension saya masih rendah dan perlu ditingkatkan					✓
35.	Saya tetap belajar Reading walaupun pemahaman membaca saya sudah bagus	✓				
36.	Saya tidak belajar Reading karena pemahaman membaca saya sudah bagus		✓			
37.	Saya memikirkan penyebab Reading Comprehension saya masih rendah dan					✓

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
	saya akan berusaha untuk meningkatkan Reading Comprehension saya					
38.	Saya malas memikirkan penyebab Reading Comprehension saya masih rendah dan saya tidak punya keinginan untuk meningkatkan Reading Comprehension saya		✓			
39.	Saya rajin belajar Reading karena saya ingin memiliki pemahaman membaca yang bagus	✓				
40.	Saya malas belajar Reading karena saya tidak punya keinginan untuk memiliki pemahaman membaca yang bagus					✓



## Try Out

### Angket (Questionnaire) Intrapersonal Intelligence

#### A. Petunjuk Pengisian Angket

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (√) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

#### B. Biodata Responden

Nama : M. Kholiq  
NIM : 1910203088  
Kelas/Semester : 4A Tbi

#### C. Keterangan Jawaban

SS : Sangat Setuju  
ST : Setuju  
N : Netral  
TS : Tidak Setuju  
STS : Sangat Tidak Setuju

INSTITUT AGAMA ISLAM NEGERI  
KERINCI



NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
1.	Saya mengetahui penyebab saya merasa senang ataupun malas belajar reading					✓
2.	Saya tidak mengetahui penyebab saya merasa senang ataupun malas belajar reading		✓			
3.	Saya merasa puas dengan kemampuan pemahaman membaca saya		✓			
4.	Saya tidak merasa puas dengan kemampuan pemahaman membaca saya				✓	
5.	Saya merasa bangga ketika memperoleh nilai Reading yang tinggi					✓
6.	Saya tidak merasa bangga ketika memperoleh nilai Reading yang tinggi	✓				
7.	Saya akan menyelesaikan tugas Reading yang menjadi tanggung jawab meskipun saya tidak suka		✓			
8.	Saya tidak akan menyelesaikan tugas Reading yang menjadi tanggung jawab karena saya tidak suka				✓	
9.	Saya tidak malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen		✓			
10.	Saya malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen	✓				
11.	Saya berusaha untuk tidak menyontek ketika sedang ulangan Reading		✓			
12.	Saya menyontek ketika sedang ulangan Reading	✓				
13.	Saya tidak malu untuk menyampaikan ide saya di kelas Reading		✓			
14.	Saya malu untuk menyampaikan ide saya di kelas Reading				✓	
15.	Saya berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen					✓
16.	Saya tidak berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen	✓				
17.	Saya mengerjakan soal latihan Reading Comprehension dengan penuh keyakinan diri		✓			
18.	Saya tidak yakin ketika mengerjakan soal latihan Reading Comprehension	✓				
19.	Saya mengerjakan tugas Reading tanpa disuruh oleh orang tua					✓
20.	Saya tidak mengerjakan tugas Reading jika tidak disuruh oleh orang tua				✓	

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
21.	Saya berusaha memahami materi Reading yang diajarkan Dosen dengan cara memperhatikan					✓
22.	Saya tidak memperhatikan ketika Dosen sedang menjelaskan materi Reading				✓	
23.	Saya berusaha mengerjakan soal Reading Comprehension sendiri walaupun sulit		✓			
24.	Saya tidak akan mengerjakan soal Reading Comprehension jika sulit	✓				
25.	Saya tetap mensyukuri berapapun nilai Reading yang saya peroleh					✓
26.	Saya kecewa ketika pemahaman membaca saya masih rendah	✓				
27.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension dan saya akan berusaha memperbaiki kekurangan saya		✓			
28.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension tapi saya malas untuk memperbaiki kekurangan saya				✓	
29.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension dan saya akan berusaha mengembangkan kelebihan saya					✓
30.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension tapi saya malas berusaha mengembangkan kelebihan saya				✓	
31.	Saya menghargai dan menerima kelebihan dan kekurangan saya dalam Reading Comprehension					✓
32.	Saya tidak bisa menerima kekurangan saya dalam Reading Comprehension				✓	
33.	Saya bersemangat dalam belajar Reading untuk meningkatkan Reading Comprehension saya dan mendapatkan nilai yang bagus					✓
34.	Saya tidak bersemangat dalam belajar Reading walaupun Reading Comprehension saya masih rendah dan perlu ditingkatkan				✓	
35.	Saya tetap belajar Reading walaupun pemahaman membaca saya sudah bagus		✓			
36.	Saya tidak belajar Reading karena pemahaman membaca saya sudah bagus	✓				
37.	Saya memikirkan penyebab Reading Comprehension saya masih rendah dan					✓

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
	saya akan berusaha untuk meningkatkan Reading Comprehension saya					
38.	Saya malas memikirkan penyebab Reading Comprehension saya masih rendah dan saya tidak punya keinginan untuk meningkatkan Reading Comprehension saya	✓				
39.	Saya rajin belajar Reading karena saya ingin memiliki pemahaman membaca yang bagus		✓			
40.	Saya malas belajar Reading karena saya tidak punya keinginan untuk memiliki pemahaman membaca yang bagus				✓	



## APPENDIX 17

## STUDENTS' READING COMPREHENSION TEST

## Reading Comprehension Test

**Subject : English Reading**

**Semester : IV**

**Time Allocation : 60 Minutes**

**Name : Rasyid Hasmiral**

**Class : 4 A**

**Choose a, b, c or d for the correct answer!**

***Read the following text to answer the question number 1!***

Have you ever heard someone sing, “Happy birthday to you . . . happy birthday to you . . .”? If so, you are hardly alone—millions of people sing that song every year, and the tune is one of the most familiar of any song in North America.

Ironically, it is not known who wrote it! The tune was written by two sisters, Patty and Mildred Hill, who were school teachers in the late 19th century. But their song had different words; instead of “happy birthday to you,” the song ran “good morning to all.” The two sisters would sing this ditty to their students each morning as school began.

In 1924, the tune was published in a song book, which added the “happy birthday” lyrics as verse two. Today, the second verse of that song has become one of the best known tunes in the world—and nobody knows who wrote the words!

1. According to the passage, who wrote the tune to “Happy Birthday”?
  - a. Two priests
  - b. Irving Berlin
  - c. Patty and Mildred Hill ✓
  - d. It is not known

***Read the text below to answer the questions number 2-3!***

Ratatouille is a dish that has grown in popularity over the last few years. It features eggplant, zucchini, tomatoes, peppers, and garlic chopped, mixed, sautéed, and finally, cooked slowly over low heat. As the vegetables cook slowly, they make their own broth, which may be extended with a little tomato paste. The name ratatouille comes from the French word *toiler*, meaning to stir or mix together.



2. Which of the following is the correct order of steps for making ratatouille?
  - a. Chop vegetables, add tomato paste, stir or mix together
  - b. Mix the vegetables together, sauté them, and add tomato paste ✓
  - c. Cook the vegetables slowly, mix them together, add tomato paste
  - d. Add tomato paste to extend the broth and cook slowly over low heat
  
3. *Ratatouille* can best be described as a ...
  - a. French pastry
  - b. Sauce to put over vegetables
  - c. Pasta dish extended with tomato paste
  - d. Vegetable stew ✓

**Read the following text to answer the questions number 4-5!**

Daylilies are a beautiful perennial flower that can brighten up any yard or landscape. They are tolerant of drought and flooding, immune to heat stress, and grow well in full sun or light shade. They are the perfect choice for just about any soil or climate condition.

Different varieties of daylilies can be in bloom from late spring until autumn. Individual flowers last only one day, but each plant produces many buds, and many varieties have more than one flowering period.

Daylilies grow best in soil that is slightly acidic, and they prefer either direct sunshine or light shade. The best time to plant them is in the early fall or early spring, but they are hardy enough to endure planting or transplanting at almost any time of year. They should be planted 18 to 24 inches apart, and the bulb should be no deeper than one inch below the soil's surface.

4. According to the passage, what soil is best for daylilies?
  - a. Slightly neutral
  - b. Slightly acidic ✓
  - c. Any soil
  - d. Moist soil
  
5. How deep should daylilies be planted, according to the passage?
  - a. 18 to 24 inches
  - b. One inch or more
  - c. One inch or less ✓
  - d. Any depth works

**Read the text below to answer the questions number 6-8!**

The city will be enforcing winter parking rules from December 1 through March 31, according to City Street Manager Joseph Parks. This includes alternate-side parking regulations, as well as tow-away zones and handicap exceptions.

Cars are to be parked on the south and east sides of streets between the hours of 8 a.m. and midnight; and on the north and west sides of streets between midnight and 8 a.m. This is to permit snow plows and emergency vehicles access to all neighborhoods, as well as to keep rush-hour traffic to a minimum.



Vehicles that do not follow these guidelines will be towed at the owner's expense, Parks said, with the exception of those vehicles displaying handicapped parking permits.

6. What is the main idea of this passage?
  - a. Cars should be parked on the street ✓
  - b. Snow plows can bury cars under snow
  - c. Winter parking regulations will be put into effect
  - d. Winter parking regulations are good for the environment
  
7. When should cars be parked on the west side of the street?
  - a. Between 8 a.m. and midnight
  - b. Between midnight and 8 a.m. ✓
  - c. Between December 1 and March 31
  - d. Not stated
  
8. Which of the following is NOT a reason for these parking regulations to be followed?
  - a. They prevent excessive traffic.
  - b. It's good for the cars to be moved frequently in cold weather ✓
  - c. It allows snow plows to get through.
  - d. They enable emergency vehicles to gain access to all neighborhoods

***Read the following text to answer the questions number 9-11!***

**Notice: Change to Policies and Procedures**

Beginning on July 1, the company will institute some changes to our policies and procedures (P&P). Please take time before that date to familiarize yourself with both the existing P&P and the planned changes. The P&P can be found on the company website under the "P/P" link.

Certain changes may affect your job description, vacation time, medical benefits, or other aspects of employment. These changes will become effective beginning July 31, but will not be considered retroactive. Some areas that will change include the following:

- Overtime cap for hourly employees
- Sick time for salaried employees
- Safety requirements for yard workers
- Dress code for office employees

If you have any questions concerning these changes, please contact the Human Resources office at ext. 412. All employees will be expected to understand and abide by the new P&P statement, as defined on our website and in our employee handbook.

9. When will the policies and procedures change?
  - a. Not stated
  - b. June 30
  - c. July 31
  - d. July 1 ✓
  
10. Which of the following is NOT mentioned as an effect of the upcoming changes?
  - a. Medical benefits

- b. Dress code
- c. Salary caps ✓
- d. Vacation time

11. Where are the policies and procedures found?

- a. Www.companysite.com
- b. In the Human Resources office ✓
- c. Employee handbook
- d. Extension 412

**Read the following text to answer the question number 12!**

Dogs and cats should never be permitted to eat chocolate, because chocolate works like a poison in their bodies. Chocolate contains a chemical called Theo bromine, which is similar to caffeine. Human bodies are able to process the Theo bromine without any ill side effects, but dogs and cats cannot.

Different types of chocolate contain different amounts of Theo bromine. It would take 20 ounces of milk chocolate to kill a 20-pound dog, but only two ounces of baker's chocolate or six ounces of semisweet chocolate. The amounts, of course, are much smaller for a cat, whose body weight is typically less than that of a dog.

Most cats are not naturally attracted to eating chocolate, but many dogs are. Dogs by nature will sample nearly anything that they see their masters eating, so pet owners must take care to keep all chocolate products well out of reach of their dogs and cats.

12. According to the passage, why is chocolate poisonous for dogs and cats?

- a. It contains caffeine
- b. Chocolate is made from processed cocoa
- c. It gets stuck in their intestines
- d. They cannot process Theo bromine ✓

**For the questions number 13-14, a topic sentence is given. Try choosing the sentence that best develops or supports it.**

13. The "lead" inside the common pencil is actually not lead at all

- a. Lead is commonly mined in Africa
- b. Pencils were invented in 1603 by William Led belly
- c. Even when sharpened, a pencil may not write as well as a pen
- d. The substance used in pencils today is graphite ✓

14. Parents play an important role in their children's academic success

- a. Video games have a negative impact on children's academic success
- b. Studies show that children of parents who regularly assist with homework and show an active interest in their child's studies bring home better grades ✓
- c. Studies show that watching less television and spending less time playing video games help children get better grades
- d. Children who are avid readers get much better grades than their peers.

**Read the following text to answer the questions number 15-16!**

### Notice of Mandatory Refresher Training Course

During the next ten months, all bus operators with two or more years of service will be required to have completed 20 hours of refresher training on one of the Vehicle Maneuvering Training Buses.

Instructors who have used this new technology report that trainees develop skills more quickly than with traditional training methods. In refresher training, this new system reinforces defensive driving skills and safe driving habits. Drivers can also check their reaction times and hand-eye coordination.

As an added benefit, the city expects to save money with the simulators, because the new system reduces the amount of training time in an actual bus—saving on parts, fuel, and other operating expenses.

15. All bus operators are required to do which of the following?
- Receive training in defensive driving and operating a computer
  - Complete ten months of refresher driver training
  - Train new drivers on how to operate a simulator
  - Complete 20 hours of training on a simulator ✓
16. The main purpose of the refresher training course on the simulator is to
- Make sure that all bus operators are maintaining proper driving habits
  - Give experienced bus operators an opportunity to learn new driving techniques ✓
  - Help all bus operators to develop hand-eye coordination
  - Reduce the city's operating budget

*Read the following poem to answer the questions number 17-18!*

#### Patriotism

Breathes there the man with soul so dead,

Who never to himself hath said,

“This is my own, my native land!”

Whose heart hath ne'er within him burned

As home his footsteps he hath turned

From wandering on a foreign strand?

If such there breathe, go, mark him well;

For him no Minstrel raptures swell;

High though his titles, proud his name,

Boundless his wealth as wish can claim;

Despite those titles, power, and pelf,



The wretch, concentrated all in self,  
 Living, shall forfeit fair renown,  
 And, doubly dying, shall go down  
 To the vile dust from whence he sprung,  
 Unwept, unhonored, and unsung.

17. What is the most likely meaning of the underlined word pelf, as used in this poem?
- Power
  - Wealth ✓
  - Stealth
  - Health
18. What does the underlined word concentered most likely mean?
- Swirling or curved
  - Arrogant, proud
  - Focused on, concerned with ✓
  - Looking upward

**Read the text below to answer the question number 19!**

Light pollution is a growing problem worldwide. Like other forms of pollution, light pollution degrades the quality of the environment. Where it was once possible to look up at the night sky and see thousands of twinkling stars in the inky blackness, one now sees little more than the yellow glare of urban sky-glow. When we lose the ability to connect visually with the vastness of the universe by looking up at the night sky, we lose our connection with something profoundly important to the human spirit, our sense of wonder.

19. The passage implies that the most serious damage done by light pollution is to our ...
- Artistic appreciation
  - Sense of physical well-being
  - Cultural advancement
  - Spiritual selves ✓

**Read the following text to answer the question number 20!**

Moscow has a history of chaotic periods of war that ended with the destruction of a once largely wooden city and the building of a new city on top of the rubble of the old. The result is a layered city, with each tier holding information about a part of Russia's past. In some areas of the city, archaeologists have reached the layer from 1147, the year of Moscow's founding. Among the findings from the various periods of Moscow's history are carved bones, metal tools, pottery, glass, jewelry, and crosses.

20. From the passage, the reader can infer that ...
- The people of Moscow are more interested in modernization than in preservation
  - The Soviet government destroyed many of the historic buildings in Russia
  - Moscow is the oldest large city in Russia, founded in 1147
  - Moscow has a history of invasions, with each new conqueror razing past structures. ✓

### Reading Comprehension Test

**Subject : English Reading**

**Semester : IV**

**Time Allocation : 60 Minutes**

**Name : Marliza Yunita**

**Class : 4B**

**Choose a, b, c or d for the correct answer!**

***Read the following text to answer the question number 1!***

Have you ever heard someone sing, “Happy birthday to you . . . happy birthday to you . . .”? If so, you are hardly alone—millions of people sing that song every year, and the tune is one of the most familiar of any song in North America.

Ironically, it is not known who wrote it! The tune was written by two sisters, Patty and Mildred Hill, who were school teachers in the late 19th century. But their song had different words; instead of “happy birthday to you,” the song ran “good morning to all.” The two sisters would sing this ditty to their students each morning as school began.

In 1924, the tune was published in a song book, which added the “happy birthday” lyrics as verse two. Today, the second verse of that song has become one of the best known tunes in the world—and nobody knows who wrote the words!

1. According to the passage, who wrote the tune to “Happy Birthday”?
  - a. Two priests
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***Read the text below to answer the questions number 2-3!***

Ratatouille is a dish that has grown in popularity over the last few years. It features eggplant, zucchini, tomatoes, peppers, and garlic chopped, mixed, sautéed, and finally, cooked slowly over low heat. As the vegetables cook slowly, they make their own broth, which may be extended with a little tomato paste. The name ratatouille comes from the French word *toiler*, meaning to stir or mix together.

2. Which of the following is the correct order of steps for making ratatouille?
  - a. Chop vegetables, add tomato paste, stir or mix together
  - b. Mix the vegetables together, sauté them, and add tomato paste ✓



- c. Cook the vegetables slowly, mix them together, add tomato paste
  - d. Add tomato paste to extend the broth and cook slowly over low heat
3. *Ratatouille* can best be described as a ...
- a. French pastry
  - b. Sauce to put over vegetables
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  - d. Vegetable stew ✓

**Read the following text to answer the questions number 4-5!**

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4. According to the passage, what soil is best for daylilies?
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  - b. Slightly acidic
  - c. Any soil
  - d. Moist soil
5. How deep should daylilies be planted, according to the passage?
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Vehicles that do not follow these guidelines will be towed at the owner's expense, Parks said, with the exception of those vehicles displaying handicapped parking permits.

6. What is the main idea of this passage?
  - a. Cars should be parked on the street
  - b. Snow plows can bury cars under snow
  - c. Winter parking regulations will be put into effect ✓
  - d. Winter parking regulations are good for the environment
  
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  - a. Between 8 a.m. and midnight
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  - c. Between December 1 and March 31
  - d. Not stated ✓
  
8. Which of the following is NOT a reason for these parking regulations to be followed?
  - a. They prevent excessive traffic.
  - b. It's good for the cars to be moved frequently in cold weather
  - c. It allows snow plows to get through. ✓
  - d. They enable emergency vehicles to gain access to all neighborhoods

***Read the following text to answer the questions number 9-11!***

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- Safety requirements for yard workers
- Dress code for office employees

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9. When will the policies and procedures change?
  - a. Not stated ✓
  - b. June 30
  - c. July 31
  - d. July 1
  
10. Which of the following is NOT mentioned as an effect of the upcoming changes?
  - a. Medical benefits
  - b. Dress code
  - c. Salary caps ✓
  - d. Vacation time

11. Where are the policies and procedures found?
- Www.companysite.com
  - In the Human Resources office
  - Employee handbook ✓
  - Extension 412

**Read the following text to answer the question number 12!**

Dogs and cats should never be permitted to eat chocolate, because chocolate works like a poison in their bodies. Chocolate contains a chemical called Theo bromine, which is similar to caffeine. Human bodies are able to process the Theo bromine without any ill side effects, but dogs and cats cannot.

Different types of chocolate contain different amounts of Theo bromine. It would take 20 ounces of milk chocolate to kill a 20-pound dog, but only two ounces of baker's chocolate or six ounces of semisweet chocolate. The amounts, of course, are much smaller for a cat, whose body weight is typically less than that of a dog.

Most cats are not naturally attracted to eating chocolate, but many dogs are. Dogs by nature will sample nearly anything that they see their masters eating, so pet owners must take care to keep all chocolate products well out of reach of their dogs and cats.

12. According to the passage, why is chocolate poisonous for dogs and cats?
- It contains caffeine
  - Chocolate is made from processed cocoa
  - It gets stuck in their intestines
  - They cannot process Theo bromine ✓

**For the questions number 13-14, a topic sentence is given. Try choosing the sentence that best develops or supports it.**

13. The "lead" inside the common pencil is actually not lead at all
- Lead is commonly mined in Africa
  - Pencils were invented in 1603 by William Led belly
  - Even when sharpened, a pencil may not write as well as a pen
  - The substance used in pencils today is graphite ✓
14. Parents play an important role in their children's academic success
- Video games have a negative impact on children's academic success
  - Studies show that children of parents who regularly assist with homework and show an active interest in their child's studies bring home better grades ✓
  - Studies show that watching less television and spending less time playing video games help children get better grades
  - Children who are avid readers get much better grades than their peers.

*Read the following text to answer the questions number 15-16!*

### **Notice of Mandatory Refresher Training Course**

During the next ten months, all bus operators with two or more years of service will be required to have completed 20 hours of refresher training on one of the Vehicle Maneuvering Training Buses.

Instructors who have used this new technology report that trainees develop skills more quickly than with traditional training methods. In refresher training, this new system reinforces defensive driving skills and safe driving habits. Drivers can also check their reaction times and hand-eye coordination.

As an added benefit, the city expects to save money with the simulators, because the new system reduces the amount of training time in an actual bus—saving on parts, fuel, and other operating expenses.

15. All bus operators are required to do which of the following?
- Receive training in defensive driving and operating a computer ✓
  - Complete ten months of refresher driver training
  - Train new drivers on how to operate a simulator
  - Complete 20 hours of training on a simulator
16. The main purpose of the refresher training course on the simulator is to
- Make sure that all bus operators are maintaining proper driving habits ✓
  - Give experienced bus operators an opportunity to learn new driving techniques
  - Help all bus operators to develop hand-eye coordination
  - Reduce the city's operating budget

*Read the following poem to answer the questions number 17-18!*

### **Patriotism**

Breathes there the man with soul so dead,

Who never to himself hath said,

“This is my own, my native land!”

Whose heart hath ne'er within him burned

As home his footsteps he hath turned

From wandering on a foreign strand?

If such there breathe, go, mark him well;

For him no Minstrel raptures swell;

High though his titles, proud his name,



Boundless his wealth as wish can claim;  
 Despite those titles, power, and pelf,  
 The wretch, concentered all in self,  
 Living, shall forfeit fair renown,  
 And, doubly dying, shall go down  
 To the vile dust from whence he sprung,  
 Unwept, unhonored, and unsung.

17. What is the most likely meaning of the underlined word pelf, as used in this poem?
- Power
  - Wealth ✓
  - Stealth
  - Health
18. What does the underlined word concentered most likely mean?
- Swirling or curved
  - Arrogant, proud
  - Focused on, concerned with ✓
  - Looking upward

**Read the text below to answer the question number 19!**

Light pollution is a growing problem worldwide. Like other forms of pollution, light pollution degrades the quality of the environment. Where it was once possible to look up at the night sky and see thousands of twinkling stars in the inky blackness, one now sees little more than the yellow glare of urban sky-glow. When we lose the ability to connect visually with the vastness of the universe by looking up at the night sky, we lose our connection with something profoundly important to the human spirit, our sense of wonder.

19. The passage implies that the most serious damage done by light pollution is to our ...
- Artistic appreciation
  - Sense of physical well-being
  - Cultural advancement
  - Spiritual selves ✓

**Read the following text to answer the question number 20!**

Moscow has a history of chaotic periods of war that ended with the destruction of a once largely wooden city and the building of a new city on top of the rubble of the old. The result is a layered city, with each tier holding information about a part of Russia's past. In some areas of the city, archaeologists have reached the layer from 1147, the year of Moscow's founding. Among the findings from the various periods of Moscow's history are carved bones, metal tools, pottery, glass, jewelry, and crosses.



20. From the passage, the reader can infer that ...
- a. The people of Moscow are more interested in modernization than in preservation
  - b. The Soviet government destroyed many of the historic buildings in Russia
  - c. Moscow is the oldest large city in Russia, founded in 1147
  - d. Moscow has a history of invasions, with each new conqueror razing past structures. ✓



## Reading Comprehension Test

**Subject : English Reading**

**Semester : IV**

**Time Allocation : 60 Minutes**

**Name : Aldera L. Gazela**

**Class : 4B TBI**

**Choose a, b, c or d for the correct answer!**

***Read the following text to answer the question number 1!***

Have you ever heard someone sing, “Happy birthday to you . . . happy birthday to you . . .”? If so, you are hardly alone—millions of people sing that song every year, and the tune is one of the most familiar of any song in North America.

Ironically, it is not known who wrote it! The tune was written by two sisters, Patty and Mildred Hill, who were school teachers in the late 19th century. But their song had different words; instead of “happy birthday to you,” the song ran “good morning to all.” The two sisters would sing this ditty to their students each morning as school began.

In 1924, the tune was published in a song book, which added the “happy birthday” lyrics as verse two. Today, the second verse of that song has become one of the best known tunes in the world—and nobody knows who wrote the words!

1. According to the passage, who wrote the tune to “Happy Birthday”?
  - a. Two priests
  - b. Irving Berlin
  - c. Patty and Mildred Hill
  - d. It is not known #

***Read the text below to answer the questions number 2-3!***

Ratatouille is a dish that has grown in popularity over the last few years. It features eggplant, zucchini, tomatoes, peppers, and garlic chopped, mixed, sautéed, and finally, cooked slowly over low heat. As the vegetables cook slowly, they make their own broth, which may be extended with a little tomato paste. The name ratatouille comes from the French word *toiler*, meaning to stir or mix together.

2. Which of the following is the correct order of steps for making ratatouille?
  - a. Chop vegetables, add tomato paste, stir or mix together
  - b. Mix the vegetables together, sauté them, and add tomato paste #

- c. Cook the vegetables slowly, mix them together, add tomato paste
  - d. Add tomato paste to extend the broth and cook slowly over low heat
3. *Ratatouille* can best be described as a ...
- a. French pastry
  - b. Sauce to put over vegetables
  - c. Pasta dish extended with tomato paste
  - d. Vegetable stew #

***Read the following text to answer the questions number 4-5!***

Daylilies are a beautiful perennial flower that can brighten up any yard or landscape. They are tolerant of drought and flooding, immune to heat stress, and grow well in full sun or light shade. They are the perfect choice for just about any soil or climate condition.

Different varieties of daylilies can be in bloom from late spring until autumn. Individual flowers last only one day, but each plant produces many buds, and many varieties have more than one flowering period.

Daylilies grow best in soil that is slightly acidic, and they prefer either direct sunshine or light shade. The best time to plant them is in the early fall or early spring, but they are hardy enough to endure planting or transplanting at almost any time of year. They should be planted 18 to 24 inches apart, and the bulb should be no deeper than one inch below the soil's surface.

4. According to the passage, what soil is best for daylilies?
- a. Slightly neutral
  - b. Slightly acidic #
  - c. Any soil
  - d. Moist soil
5. How deep should daylilies be planted, according to the passage?
- a. 18 to 24 inches #
  - b. One inch or more
  - c. One inch or less
  - d. Any depth works

***Read the text below to answer the questions number 6-8!***

The city will be enforcing winter parking rules from December 1 through March 31, according to City Street Manager Joseph Parks. This includes alternate-side parking regulations, as well as tow-away zones and handicap exceptions.

Cars are to be parked on the south and east sides of streets between the hours of 8 a.m. and midnight; and on the north and west sides of streets between midnight and 8 a.m. This is to permit snow plows and emergency vehicles access to all neighborhoods, as well as to keep rush-hour traffic to a minimum.

Vehicles that do not follow these guidelines will be towed at the owner's expense, Parks said, with the exception of those vehicles displaying handicapped parking permits.

6. What is the main idea of this passage?
  - a. Cars should be parked on the street
  - b. Snow plows can bury cars under snow
  - c. Winter parking regulations will be put into effect #
  - d. Winter parking regulations are good for the environment
  
7. When should cars be parked on the west side of the street?
  - a. Between 8 a.m. and midnight
  - b. Between midnight and 8 a.m. #
  - c. Between December 1 and March 31
  - d. Not stated
  
8. Which of the following is NOT a reason for these parking regulations to be followed?
  - a. They prevent excessive traffic.
  - b. It's good for the cars to be moved frequently in cold weather #
  - c. It allows snow plows to get through.
  - d. They enable emergency vehicles to gain access to all neighborhoods

***Read the following text to answer the questions number 9-11!***

**Notice: Change to Policies and Procedures**

Beginning on July 1, the company will institute some changes to our policies and procedures (P&P). Please take time before that date to familiarize yourself with both the existing P&P and the planned changes. The P&P can be found on the company website under the "P/P" link.

Certain changes may affect your job description, vacation time, medical benefits, or other aspects of employment. These changes will become effective beginning July 31, but will not be considered retroactive. Some areas that will change include the following:

- Overtime cap for hourly employees
- Sick time for salaried employees
- Safety requirements for yard workers
- Dress code for office employees

If you have any questions concerning these changes, please contact the Human Resources office at ext. 412. All employees will be expected to understand and abide by the new P&P statement, as defined on our website and in our employee handbook.

9. When will the policies and procedures change?
  - a. Not stated
  - b. June 30
  - c. July 31
  - d. July 1 #
  
10. Which of the following is NOT mentioned as an effect of the upcoming changes?
  - a. Medical benefits
  - b. Dress code
  - c. Salary caps #
  - d. Vacation time



11. Where are the policies and procedures found?
- Www.companysite.com #
  - In the Human Resources office
  - Employee handbook
  - Extension 412

**Read the following text to answer the question number 12!**

Dogs and cats should never be permitted to eat chocolate, because chocolate works like a poison in their bodies. Chocolate contains a chemical called Theo bromine, which is similar to caffeine. Human bodies are able to process the Theo bromine without any ill side effects, but dogs and cats cannot.

Different types of chocolate contain different amounts of Theo bromine. It would take 20 ounces of milk chocolate to kill a 20-pound dog, but only two ounces of baker's chocolate or six ounces of semisweet chocolate. The amounts, of course, are much smaller for a cat, whose body weight is typically less than that of a dog.

Most cats are not naturally attracted to eating chocolate, but many dogs are. Dogs by nature will sample nearly anything that they see their masters eating, so pet owners must take care to keep all chocolate products well out of reach of their dogs and cats.

12. According to the passage, why is chocolate poisonous for dogs and cats?
- It contains caffeine #
  - Chocolate is made from processed cocoa
  - It gets stuck in their intestines
  - They cannot process Theo bromine

**For the questions number 13-14, a topic sentence is given. Try choosing the sentence that best develops or supports it.**

13. The "lead" inside the common pencil is actually not lead at all
- Lead is commonly mined in Africa #
  - Pencils were invented in 1603 by William Led belly
  - Even when sharpened, a pencil may not write as well as a pen
  - The substance used in pencils today is graphite
14. Parents play an important role in their children's academic success
- Video games have a negative impact on children's academic success
  - Studies show that children of parents who regularly assist with homework and show an active interest in their child's studies bring home better grades #
  - Studies show that watching less television and spending less time playing video games help children get better grades
  - Children who are avid readers get much better grades than their peers.



**Read the following text to answer the questions number 15-16!**

### **Notice of Mandatory Refresher Training Course**

During the next ten months, all bus operators with two or more years of service will be required to have completed 20 hours of refresher training on one of the Vehicle Maneuvering Training Buses.

Instructors who have used this new technology report that trainees develop skills more quickly than with traditional training methods. In refresher training, this new system reinforces defensive driving skills and safe driving habits. Drivers can also check their reaction times and hand-eye coordination.

As an added benefit, the city expects to save money with the simulators, because the new system reduces the amount of training time in an actual bus—saving on parts, fuel, and other operating expenses.

15. All bus operators are required to do which of the following?
  - a. Receive training in defensive driving and operating a computer
  - b. Complete ten months of refresher driver training #
  - c. Train new drivers on how to operate a simulator
  - d. Complete 20 hours of training on a simulator
  
16. The main purpose of the refresher training course on the simulator is to
  - a. Make sure that all bus operators are maintaining proper driving habits
  - b. Give experienced bus operators an opportunity to learn new driving techniques
  - c. Help all bus operators to develop hand-eye coordination #
  - d. Reduce the city's operating budget

**Read the following poem to answer the questions number 17-18!**

### **Patriotism**

Breathes there the man with soul so dead,

Who never to himself hath said,

“This is my own, my native land!”

Whose heart hath ne'er within him burned

As home his footsteps he hath turned

From wandering on a foreign strand?

If such there breathe, go, mark him well;

For him no Minstrel raptures swell;

High though his titles, proud his name,

Boundless his wealth as wish can claim;

Despite those titles, power, and pelf,  
 The wretch, concentered all in self,  
 Living, shall forfeit fair renown,  
 And, doubly dying, shall go down  
 To the vile dust from whence he sprung,  
 Unwept, unhonored, and unsung.

17. What is the most likely meaning of the underlined word pelf, as used in this poem?
- Power
  - Wealth #
  - Stealth
  - Health
18. What does the underlined word concentered most likely mean?
- Swirling or curved
  - Arrogant, proud
  - Focused on, concerned with #
  - Looking upward

***Read the text below to answer the question number 19!***

Light pollution is a growing problem worldwide. Like other forms of pollution, light pollution degrades the quality of the environment. Where it was once possible to look up at the night sky and see thousands of twinkling stars in the inky blackness, one now sees little more than the yellow glare of urban sky-glow. When we lose the ability to connect visually with the vastness of the universe by looking up at the night sky, we lose our connection with something profoundly important to the human spirit, our sense of wonder.

19. The passage implies that the most serious damage done by light pollution is to our ...
- Artistic appreciation
  - Sense of physical well-being
  - Cultural advancement
  - Spiritual selves #

***Read the following text to answer the question number 20!***

Moscow has a history of chaotic periods of war that ended with the destruction of a once largely wooden city and the building of a new city on top of the rubble of the old. The result is a layered city, with each tier holding information about a part of Russia's past. In some areas of the city, archaeologists have reached the layer from 1147, the year of Moscow's founding. Among the findings from the various periods of Moscow's history are carved bones, metal tools, pottery, glass, jewelry, and crosses.

20. From the passage, the reader can infer that ...
- The people of Moscow are more interested in modernization than in preservation
  - The Soviet government destroyed many of the historic buildings in Russia
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d. Moscow has a history of invasions, with each new conqueror razing past structures.



### Reading Comprehension Test

**Subject : English Reading**

**Semester : IV**

**Time Allocation : 60 Minutes**

**Name : MUHAMMAD EVENDI**

**Class : 4 C**

**Choose a, b, c or d for the correct answer!**

***Read the following text to answer the question number 1!***

Have you ever heard someone sing, “Happy birthday to you . . . happy birthday to you . . .”? If so, you are hardly alone—millions of people sing that song every year, and the tune is one of the most familiar of any song in North America.

Ironically, it is not known who wrote it! The tune was written by two sisters, Patty and Mildred Hill, who were school teachers in the late 19th century. But their song had different words; instead of “happy birthday to you,” the song ran “good morning to all.” The two sisters would sing this ditty to their students each morning as school began.

In 1924, the tune was published in a song book, which added the “happy birthday” lyrics as verse two. Today, the second verse of that song has become one of the best known tunes in the world—and nobody knows who wrote the words!

1. According to the passage, who wrote the tune to “Happy Birthday”?
  - a. Two priests
  - b. Irving Berlin
  - c. Patty and Mildred Hill **X**
  - d. It is not known

***Read the text below to answer the questions number 2-3!***

Ratatouille is a dish that has grown in popularity over the last few years. It features eggplant, zucchini, tomatoes, peppers, and garlic chopped, mixed, sautéed, and finally, cooked slowly over low heat. As the vegetables cook slowly, they make their own broth, which may be extended with a little tomato paste. The name ratatouille comes from the French word *toiler*, meaning to stir or mix together.

2. Which of the following is the correct order of steps for making ratatouille?
  - a. Chop vegetables, add tomato paste, stir or mix together
  - b. Mix the vegetables together, sauté them, and add tomato paste **X**



- c. Cook the vegetables slowly, mix them together, add tomato paste
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3. *Ratatouille* can best be described as a ...
- a. French pastry
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4. According to the passage, what soil is best for daylilies?
- a. Slightly neutral
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5. How deep should daylilies be planted, according to the passage?
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9. When will the policies and procedures change?
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10. Which of the following is NOT mentioned as an effect of the upcoming changes?
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11. Where are the policies and procedures found?
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  - In the Human Resources office
  - Employee handbook
  - Extension 412 X

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12. According to the passage, why is chocolate poisonous for dogs and cats?
- It contains caffeine
  - Chocolate is made from processed cocoa
  - It gets stuck in their intestines
  - They cannot process Theo bromine X

**For the questions number 13-14, a topic sentence is given. Try choosing the sentence that best develops or supports it.**

13. The "lead" inside the common pencil is actually not lead at all
- Lead is commonly mined in Africa
  - Pencils were invented in 1603 by William Led belly
  - Even when sharpened, a pencil may not write as well as a pen X
  - The substance used in pencils today is graphite
14. Parents play an important role in their children's academic success
- Video games have a negative impact on children's academic success
  - Studies show that children of parents who regularly assist with homework and show an active interest in their child's studies bring home better grades X
  - Studies show that watching less television and spending less time playing video games help children get better grades
  - Children who are avid readers get much better grades than their peers.

*Read the following text to answer the questions number 15-16!*

### **Notice of Mandatory Refresher Training Course**

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As an added benefit, the city expects to save money with the simulators, because the new system reduces the amount of training time in an actual bus—saving on parts, fuel, and other operating expenses.

15. All bus operators are required to do which of the following?
- Receive training in defensive driving and operating a computer
  - Complete ten months of refresher driver training
  - Train new drivers on how to operate a simulator
  - Complete 20 hours of training on a simulator X
16. The main purpose of the refresher training course on the simulator is to
- Make sure that all bus operators are maintaining proper driving habits
  - Give experienced bus operators an opportunity to learn new driving techniques X
  - Help all bus operators to develop hand-eye coordination
  - Reduce the city's operating budget

*Read the following poem to answer the questions number 17-18!*

### **Patriotism**

Breathes there the man with soul so dead,

Who never to himself hath said,

“This is my own, my native land!”

Whose heart hath ne'er within him burned

As home his footsteps he hath turned

From wandering on a foreign strand?

If such there breathe, go, mark him well;

For him no Minstrel raptures swell;

High though his titles, proud his name,

Boundless his wealth as wish can claim;  
 Despite those titles, power, and pelf,  
 The wretch, concentered all in self,  
 Living, shall forfeit fair renown,  
 And, doubly dying, shall go down  
 To the vile dust from whence he sprung,  
 Unwept, unhonored, and unsung.

17. What is the most likely meaning of the underlined word pelf, as used in this poem?
- Power
  - Wealth X
  - Stealth
  - Health
18. What does the underlined word concentered most likely mean?
- Swirling or curved
  - Arrogant, proud
  - Focused on, concerned with X
  - Looking upward

***Read the text below to answer the question number 19!***

Light pollution is a growing problem worldwide. Like other forms of pollution, light pollution degrades the quality of the environment. Where it was once possible to look up at the night sky and see thousands of twinkling stars in the inky blackness, one now sees little more than the yellow glare of urban sky-glow. When we lose the ability to connect visually with the vastness of the universe by looking up at the night sky, we lose our connection with something profoundly important to the human spirit, our sense of wonder.

19. The passage implies that the most serious damage done by light pollution is to our ...
- Artistic appreciation
  - Sense of physical well-being X
  - Cultural advancement
  - Spiritual selves

***Read the following text to answer the question number 20!***

Moscow has a history of chaotic periods of war that ended with the destruction of a once largely wooden city and the building of a new city on top of the rubble of the old. The result is a layered city, with each tier holding information about a part of Russia's past. In some areas of the city, archaeologists have reached the layer from 1147, the year of Moscow's founding. Among the findings from the various periods of Moscow's history are carved bones, metal tools, pottery, glass, jewelry, and crosses.

20. From the passage, the reader can infer that ...
- The people of Moscow are more interested in modernization than in preservation



- b. The Soviet government destroyed many of the historic buildings in Russia
- c. Moscow is the oldest large city in Russia, founded in 1147
- d. Moscow has a history of invasions, with each new conqueror razing past structures. X





## APPENDIX 18

## STUDENTS' READING HABIT QUESTIONNAIRE

ANGKET READING HABIT**A. Petunjuk Pengisian Angket**

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (✓) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

**B. Biodata Responden**

Nama : GILANG RAMADHAN  
 NIM : 1910203002  
 Kelas/Semester : 4A

**C. Keterangan Jawaban**

SS : Sangat Setuju  
 ST : Setuju  
 N : Netral  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
1.	Saya merasa bersemangat ketika membaca buku berbahasa Inggris			✓		
2.	Saya senang menerima buku berbahasa Inggris sebagai hadiah			✓		
3.	Saya mendiskusikan buku berbahasa Inggris yang saya baca bersama teman saya			✓		
4.	Saya merasa bosan ketika membaca buku berbahasa Inggris saat istirahat		✓			
5.	Saya merasa terbebani ketika mengunjungi perpustakaan untuk membaca buku berbahasa Inggris		✓			
6.	Saya sering sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang				✓	
7.	Saya jarang sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang		✓			
8.	Saya selalu membaca buku berbahasa Inggris dalam satu hari				✓	

NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
9.	Saya tidak pernah membaca buku berbahasa Inggris dalam satu hari		✓			
10.	Saya sering belajar menggunakan buku berbahasa Inggris			✓		
11.	Dalam 3 bulan saya membaca lebih dari 4 buku berbahasa Inggris					✓
12.	Dalam 3 bulan saya membaca kurang dari 4 buku berbahasa Inggris		✓			
13.	Saya membaca berbagai macam buku fiksi berbahasa Inggris (novel, komik, cerpen, dan lain-lain) dalam kurun waktu 3 bulan				✓	
14.	Setiap 3 bulan tidak ada buku baru berbahasa Inggris yang saya beli/ pinjam		✓			
15.	Setiap 3 bulan ada buku baru berbahasa Inggris yang saya beli/ pinjam				✓	
16.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris cukup lama				✓	
17.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris hampir tidak ada		✓			
18.	Saya membaca materi terkait sebelum pelajaran bahasa Inggris dimulai			✓		
19.	Saya tidak mencari tambahan referensi ketika mendapat tugas Bahasa Inggris dari Dosen			✓		
20.	Saya menyiapkan kamus sebagai pendamping dalam membaca buku berbahasa Inggris			✓		
21.	Setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya			✓		
22.	Tidak setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya			✓		
23.	Saya membaca teks berbahasa Inggris untuk mengisi waktu luang saya			✓		
24.	Saya memilih untuk melakukan hal lain selain membaca teks berbahasa Inggris untuk mengisi waktu luang saya			✓		
25.	Saya membaca teks berbahasa Inggris untuk menambah pengetahuan saya			✓		

NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
26.	Seluruh anggota keluarga saya memiliki minat yang tinggi dalam membaca buku berbahasa Inggris					✓
27.	Seluruh anggota keluarga saya memiliki minat yang rendah dalam membaca buku berbahasa Inggris		✓			
28.	Orang tua saya yakin bahwa bahasa Inggris itu penting dengan membelikan buku-buku berbahasa Inggris untuk saya			✓		
29.	Keluarga saya mendorong saya untuk membaca buku berbahasa Inggris minimal 15 menit perhari daripada harus menghabiskan waktu luang saya untuk bermain					✓
30.	Keluarga saya tidak peduli saya rajin atau tidak membaca buku berbahasa Inggris	✓				
31.	Saya membaca buku berbahasa Inggris karena ingin memahami isinya		✓			
32.	Saya enggan membaca buku berbahasa Inggris untuk memahami isi buku			✓		
33.	Saya selalu membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya				✓	
34.	Saya tidak pernah membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya		✓			
35.	Buku berbahasa Inggris lebih menarik dari bahasa lainnya			✓		

## ANGKET READING HABIT

### A. Petunjuk Pengisian Angket

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (✓) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

### B. Biodata Responden

Nama : Dini Elfariani  
 NIM : 1910203061  
 Kelas/Semester : 4B/4

### C. Keterangan Jawaban

SS : Sangat Setuju  
 ST : Setuju  
 N : Netral  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
1.	Saya merasa bersemangat ketika membaca buku berbahasa Inggris			✓		
2.	Saya senang menerima buku berbahasa Inggris sebagai hadiah			✓		
3.	Saya mendiskusikan buku berbahasa Inggris yang saya baca bersama teman saya			✓		
4.	Saya merasa bosan ketika membaca buku berbahasa Inggris saat istirahat			✓		
5.	Saya merasa terbebani ketika mengunjungi perpustakaan untuk membaca buku berbahasa Inggris				✓	
6.	Saya sering sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang			✓		
7.	Saya jarang sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang		✓			
8.	Saya selalu membaca buku berbahasa Inggris dalam satu hari				✓	
9.	Saya tidak pernah membaca buku berbahasa Inggris dalam satu hari			✓		
10.	Saya sering belajar menggunakan buku berbahasa Inggris			✓		
11.	Dalam 3 bulan saya membaca lebih dari 4 buku berbahasa Inggris				✓	



NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
12.	Dalam 3 bulan saya membaca kurang dari 4 buku berbahasa Inggris		✓			
13.	Saya membaca berbagai macam buku fiksi berbahasa Inggris (novel, komik, cerpen, dan lain-lain) dalam kurun waktu 3 bulan		✓			
14.	Setiap 3 bulan tidak ada buku baru berbahasa Inggris yang saya beli/ pinjam		✓			
15.	Setiap 3 bulan ada buku baru berbahasa Inggris yang saya beli/ pinjam				✓	
16.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris cukup lama				✓	
17.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris hampir tidak ada			✓		
18.	Saya membaca materi terkait sebelum pelajaran bahasa Inggris dimulai			✓		
19.	Saya tidak mencari tambahan referensi ketika mendapat tugas Bahasa Inggris dari Dosen			✓		
20.	Saya menyiapkan kamus sebagai pendamping dalam membaca buku berbahasa Inggris		✓			
21.	Setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya		✓			
22.	Tidak setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya				✓	
23.	Saya membaca teks berbahasa Inggris untuk mengisi waktu luang saya			✓		
24.	Saya memilih untuk melakukan hal lain selain membaca teks berbahasa Inggris untuk mengisi waktu luang saya			✓		
25.	Saya membaca teks berbahasa Inggris untuk menambah pengetahuan saya		✓			
26.	Seluruh anggota keluarga saya memiliki minat yang tinggi dalam membaca buku berbahasa Inggris				✓	
27.	Seluruh anggota keluarga saya memiliki minat yang rendah dalam membaca buku berbahasa Inggris		✓			
28.	Orang tua saya yakin bahwa bahasa Inggris itu penting dengan membelikan buku-buku berbahasa Inggris untuk saya			✓		
29.	Keluarga saya mendorong saya untuk membaca buku berbahasa Inggris minimal 15 menit perhari daripada harus					✓



NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
	menghabiskan waktu luang saya untuk bermain					
30.	Keluarga saya tidak peduli saya rajin atau tidak membaca buku berbahasa Inggris			✓		
31.	Saya membaca buku berbahasa Inggris karena ingin memahami isinya		✓			
32.	Saya enggan membaca buku berbahasa Inggris untuk memahami isi buku				✓	
33.	Saya selalu membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya				✓	
34.	Saya tidak pernah membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya		✓			
35.	Buku berbahasa Inggris lebih menarik dari bahasa lainnya			✓		



## ANGKET READING HABIT

### A. Petunjuk Pengisian Angket

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (√) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

### B. Biodata Responden

Nama : Ulanda Zulhyyah  
 NIM : 1910203047  
 Kelas/Semester : 4C

### C. Keterangan Jawaban

SS : Sangat Setuju  
 ST : Setuju  
 N : Netral  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
1.	Saya merasa bersemangat ketika membaca buku berbahasa Inggris		(√)			
2.	Saya senang menerima buku berbahasa Inggris sebagai hadiah	(√)				
3.	Saya mendiskusikan buku berbahasa Inggris yang saya baca bersama teman saya		(√)			
4.	Saya merasa bosan ketika membaca buku berbahasa Inggris saat istirahat				(√)	
5.	Saya merasa terbebani ketika mengunjungi perpustakaan untuk membaca buku berbahasa Inggris				(√)	
6.	Saya sering sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang				(√)	
7.	Saya jarang sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang		(√)			
8.	Saya selalu membaca buku berbahasa Inggris dalam satu hari			(√)		
9.	Saya tidak pernah membaca buku berbahasa Inggris dalam satu hari			(√)		
10.	Saya sering belajar menggunakan buku berbahasa Inggris	(√)				
11.	Dalam 3 bulan saya membaca lebih dari 4 buku berbahasa Inggris			(√)		

NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
12.	Dalam 3 bulan saya membaca kurang dari 4 buku berbahasa Inggris			(√)		
13.	Saya membaca berbagai macam buku fiksi berbahasa Inggris (novel, komik, cerpen, dan lain-lain) dalam kurun waktu 3 bulan			(√)		
14.	Setiap 3 bulan tidak ada buku baru berbahasa Inggris yang saya beli/ pinjam				(√)	
15.	Setiap 3 bulan ada buku baru berbahasa Inggris yang saya beli/ pinjam		(√)			
16.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris cukup lama	(√)				
17.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris hampir tidak ada					(√)
18.	Saya membaca materi terkait sebelum pelajaran bahasa Inggris dimulai		(√)			
19.	Saya tidak mencari tambahan referensi ketika mendapat tugas Bahasa Inggris dari Dosen					(√)
20.	Saya menyiapkan kamus sebagai pendamping dalam membaca buku berbahasa Inggris	(√)				
21.	Setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya	(√)				
22.	Tidak setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya			(√)		
23.	Saya membaca teks berbahasa Inggris untuk mengisi waktu luang saya			(√)		
24.	Saya memilih untuk melakukan hal lain selain membaca teks berbahasa Inggris untuk mengisi waktu luang saya			(√)		
25.	Saya membaca teks berbahasa Inggris untuk menambah pengetahuan saya	(√)				
26.	Seluruh anggota keluarga saya memiliki minat yang tinggi dalam membaca buku berbahasa Inggris			(√)		
27.	Seluruh anggota keluarga saya memiliki minat yang rendah dalam membaca buku berbahasa Inggris				(√)	
28.	Orang tua saya yakin bahwa bahasa Inggris itu penting dengan membelikan buku-buku berbahasa Inggris untuk saya			(√)		
29.	Keluarga saya mendorong saya untuk membaca buku berbahasa Inggris minimal 15 menit perhari daripada harus			(√)		

NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
	menghabiskan waktu luang saya untuk bermain					
30.	Keluarga saya tidak peduli saya rajin atau tidak membaca buku berbahasa Inggris					(√)
31.	Saya membaca buku berbahasa Inggris karena ingin memahami isinya	(√)				
32.	Saya enggan membaca buku berbahasa Inggris untuk memahami isi buku					(√)
33.	Saya selalu membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya		(√)			
34.	Saya tidak pernah membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya				(√)	
35.	Buku berbahasa Inggris lebih menarik dari bahasa lainnya			(√)		



## APPENDIX 19

## STUDENTS' INTRAPERSONAL INTELLIGENCE QUESTIONNAIRE

ANGKET INTRAPERSONAL INTELLIGENCE**A. Petunjuk Pengisian Angket**

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (√) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

**B. Biodata Responden**

Nama : Nadila Widuri  
 NIM : 1910203031  
 Kelas/Semester : 4A

**C. Keterangan Jawaban**

SS : Sangat Setuju  
 ST : Setuju  
 N : Netral  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
1.	Saya mengetahui penyebab saya merasa senang ataupun malas belajar reading			•		
2.	Saya tidak mengetahui penyebab saya merasa senang ataupun malas belajar reading			•		
3.	Saya merasa puas dengan kemampuan pemahaman membaca saya			•		
4.	Saya tidak merasa puas dengan kemampuan pemahaman membaca saya			•		
5.	Saya merasa bangga ketika memperoleh nilai Reading yang tinggi			•		
6.	Saya tidak merasa bangga ketika memperoleh nilai Reading yang tinggi			•		
7.	Saya akan menyelesaikan tugas Reading yang menjadi tanggung jawab meskipun saya tidak suka			•		
8.	Saya tidak akan menyelesaikan tugas Reading yang menjadi tanggung jawab karena saya tidak suka					•



NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
9.	Saya tidak malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen	•				
10.	Saya malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen					•
11.	Saya berusaha untuk tidak menyontek ketika sedang ulangan Reading				•	
12.	Saya menyontek ketika sedang ulangan Reading	•				
13.	Saya tidak malu untuk menyampaikan ide saya di kelas Reading			•		
14.	Saya malu untuk menyampaikan ide saya di kelas Reading					•
15.	Saya berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen	•				
16.	Saya tidak berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen				•	
17.	Saya mengerjakan soal latihan Reading Comprehension dengan penuh keyakinan diri			•		
18.	Saya tidak yakin ketika mengerjakan soal latihan Reading Comprehension			•		
19.	Saya mengerjakan tugas Reading tanpa disuruh oleh orang tua	•				
20.	Saya tidak mengerjakan tugas Reading jika tidak disuruh oleh orang tua					•
21.	Saya berusaha memahami materi Reading yang diajarkan Dosen dengan cara memperhatikan	•				
22.	Saya tidak memperhatikan ketika Dosen sedang menjelaskan materi Reading					•
23.	Saya berusaha mengerjakan soal Reading Comprehension sendiri walaupun sulit	•				
24.	Saya tidak akan mengerjakan soal Reading Comprehension jika sulit					•
25.	Saya tetap mensyukuri berapapun nilai Reading yang saya peroleh			•		
26.	Saya kecewa ketika pemahaman membaca saya masih rendah			•		
27.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension dan saya akan berusaha memperbaiki kekurangan saya	•				

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
28.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension tapi saya malas untuk memperbaiki kekurangan saya			•		
29.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension dan saya akan berusaha mengembangkan kelebihan saya			•		
30.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension tapi saya malas berusaha mengembangkan kelebihan saya			•		
31.	Saya menghargai dan menerima kelebihan dan kekurangan saya dalam Reading Comprehension			•		
32.	Saya tidak bisa menerima kekurangan saya dalam Reading Comprehension			•		
33.	Saya bersemangat dalam belajar Reading untuk meningkatkan Reading Comprehension saya dan mendapatkan nilai yang bagus		•			
34.	Saya tidak bersemangat dalam belajar Reading walaupun Reading Comprehension saya masih rendah dan perlu ditingkatkan					•
35.	Saya tetap belajar Reading walaupun pemahaman membaca saya sudah bagus		•			
36.	Saya tidak belajar Reading karena pemahaman membaca saya sudah bagus					•
37.	Saya memikirkan penyebab Reading Comprehension saya masih rendah dan saya akan berusaha untuk meningkatkan Reading Comprehension saya			•		
38.	Saya malas memikirkan penyebab Reading Comprehension saya masih rendah dan saya tidak punya keinginan untuk meningkatkan Reading Comprehension saya					•
39.	Saya rajin belajar Reading karena saya ingin memiliki pemahaman membaca yang bagus			•		
40.	Saya malas belajar Reading karena saya tidak punya keinginan untuk memiliki pemahaman membaca yang bagus					•

## ANGKET INTRAPERSONAL INTELLIGENCE

### A. Petunjuk Pengisian Angket

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (√) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

### B. Biodata Responden

Nama : Mukhrozi  
 NIM : 1910203081  
 Kelas/Semester : 4b

### C. Keterangan Jawaban

SS : Sangat Setuju  
 ST : Setuju  
 N : Netral  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
1.	Saya mengetahui penyebab saya merasa senang ataupun malas belajar reading			✓		
2.	Saya tidak mengetahui penyebab saya merasa senang ataupun malas belajar reading			✓		
3.	Saya merasa puas dengan kemampuan pemahaman membaca saya				✓	
4.	Saya tidak merasa puas dengan kemampuan pemahaman membaca saya		✓			
5.	Saya merasa bangga ketika memperoleh nilai Reading yang tinggi			✓		
6.	Saya tidak merasa bangga ketika memperoleh nilai Reading yang tinggi			✓		
7.	Saya akan menyelesaikan tugas Reading yang menjadi tanggung jawab meskipun saya tidak suka		✓			
8.	Saya tidak akan menyelesaikan tugas Reading yang menjadi tanggung jawab karena saya tidak suka				✓	
9.	Saya tidak malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen			✓		
10.	Saya malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen			✓		

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
11.	Saya berusaha untuk tidak menyontek ketika sedang ulangan Reading		✓			
12.	Saya menyontek ketika sedang ulangan Reading				✓	
13.	Saya tidak malu untuk menyampaikan ide saya di kelas Reading			✓		
14.	Saya malu untuk menyampaikan ide saya di kelas Reading			✓		
15.	Saya berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen			✓		
16.	Saya tidak berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen			✓		
17.	Saya mengerjakan soal latihan Reading Comprehension dengan penuh keyakinan diri			✓		
18.	Saya tidak yakin ketika mengerjakan soal latihan Reading Comprehension			✓		
19.	Saya mengerjakan tugas Reading tanpa disuruh oleh orang tua	✓				
20.	Saya tidak mengerjakan tugas Reading jika tidak disuruh oleh orang tua					✓
21.	Saya berusaha memahami materi Reading yang diajarkan Dosen dengan cara memperhatikan	✓				
22.	Saya tidak memperhatikan ketika Dosen sedang menjelaskan materi Reading					✓
23.	Saya berusaha mengerjakan soal Reading Comprehension sendiri walaupun sulit		✓			
24.	Saya tidak akan mengerjakan soal Reading Comprehension jika sulit				✓	
25.	Saya tetap bersyukur berapapun nilai Reading yang saya peroleh		✓			
26.	Saya kecewa ketika pemahaman membaca saya masih rendah			✓		
27.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension dan saya akan berusaha memperbaiki kekurangan saya			✓		
28.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension tapi saya malas untuk memperbaiki kekurangan saya			✓		
29.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension dan saya akan berusaha mengembangkan kelebihan saya			✓		



NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
30.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension tapi saya malas berusaha mengembangkan kelebihan saya			✓		
31.	Saya menghargai dan menerima kelebihan dan kekurangan saya dalam Reading Comprehension		✓			
32.	Saya tidak bisa menerima kekurangan saya dalam Reading Comprehension				✓	
33.	Saya bersemangat dalam belajar Reading untuk meningkatkan Reading Comprehension saya dan mendapatkan nilai yang bagus		✓			
34.	Saya tidak bersemangat dalam belajar Reading walaupun Reading Comprehension saya masih rendah dan perlu ditingkatkan				✓	
35.	Saya tetap belajar Reading walaupun pemahaman membaca saya sudah bagus				✓	
36.	Saya tidak belajar Reading karena pemahaman membaca saya sudah bagus				✓	
37.	Saya memikirkan penyebab Reading Comprehension saya masih rendah dan saya akan berusaha untuk meningkatkan Reading Comprehension saya			✓		
38.	Saya malas memikirkan penyebab Reading Comprehension saya masih rendah dan saya tidak punya keinginan untuk meningkatkan Reading Comprehension saya			✓		
39.	Saya rajin belajar Reading karena saya ingin memiliki pemahaman membaca yang bagus		✓			
40.	Saya malas belajar Reading karena saya tidak punya keinginan untuk memiliki pemahaman membaca yang bagus				✓	



## ANGKET INTRAPERSONAL INTELLIGENCE

### A. Petunjuk Pengisian Angket

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (√) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

### B. Biodata Responden

Nama : Aris Seprisal  
 NIM : 1910203001  
 Kelas/Semester : C TBI/ 4

### C. Keterangan Jawaban

SS : Sangat Setuju  
 ST : Setuju  
 N : Netral  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
1.	Saya mengetahui penyebab saya merasa senang ataupun malas belajar reading	/				
2.	Saya tidak mengetahui penyebab saya merasa senang ataupun malas belajar reading					/
3.	Saya merasa puas dengan kemampuan pemahaman membaca saya		/			
4.	Saya tidak merasa puas dengan kemampuan pemahaman membaca saya				/	
5.	Saya merasa bangga ketika memperoleh nilai Reading yang tinggi	/				
6.	Saya tidak merasa bangga ketika memperoleh nilai Reading yang tinggi				/	
7.	Saya akan menyelesaikan tugas Reading yang menjadi tanggung jawab meskipun saya tidak suka		/			
8.	Saya tidak akan menyelesaikan tugas Reading yang menjadi tanggung jawab karena saya tidak suka			/		
9.	Saya tidak malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen	/				
10.	Saya malu untuk menanyakan materi Reading yang kurang saya pahami kepada Dosen				/	

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
11.	Saya berusaha untuk tidak menyontek ketika sedang ulangan Reading			/		
12.	Saya menyontek ketika sedang ulangan Reading				/	
13.	Saya tidak malu untuk menyampaikan ide saya di kelas Reading		/			
14.	Saya malu untuk menyampaikan ide saya di kelas Reading				/	
15.	Saya berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen		/			
16.	Saya tidak berani maju kedepan kelas mengerjakan soal Reading Comprehension yang diberikan Dosen				/	
17.	Saya mengerjakan soal latihan Reading Comprehension dengan penuh keyakinan diri	/				
18.	Saya tidak yakin ketika mengerjakan soal latihan Reading Comprehension					/
19.	Saya mengerjakan tugas Reading tanpa disuruh oleh orang tua		/			
20.	Saya tidak mengerjakan tugas Reading jika tidak disuruh oleh orang tua				/	
21.	Saya berusaha memahami materi Reading yang diajarkan Dosen dengan cara memperhatikan	/				
22.	Saya tidak memperhatikan ketika Dosen sedang menjelaskan materi Reading		/			/
23.	Saya berusaha mengerjakan soal Reading Comprehension sendiri walaupun sulit	/				
24.	Saya tidak akan mengerjakan soal Reading Comprehension jika sulit					/
25.	Saya tetap bersyukur berapapun nilai Reading yang saya peroleh		/			
26.	Saya kecewa ketika pemahaman membaca saya masih rendah		/			
27.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension dan saya akan berusaha memperbaiki kekurangan saya	/				
28.	Saya mengetahui apa saja kekurangan saya dalam Reading Comprehension tapi saya malas untuk memperbaiki kekurangan saya					/
29.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension dan saya akan berusaha mengembangkan kelebihan saya	/				

NO.	Pertanyaan Intrapersonal Intelligence	SS	ST	N	TS	STS
30.	Saya mengetahui apa saja kelebihan saya dalam Reading Comprehension tapi saya malas berusaha mengembangkan kelebihan saya					/
31.	Saya menghargai dan menerima kelebihan dan kekurangan saya dalam Reading Comprehension	/				
32.	Saya tidak bisa menerima kekurangan saya dalam Reading Comprehension					/
33.	Saya bersemangat dalam belajar Reading untuk meningkatkan Reading Comprehension saya dan mendapatkan nilai yang bagus		/			
34.	Saya tidak bersemangat dalam belajar Reading walaupun Reading Comprehension saya masih rendah dan perlu ditingkatkan					/
35.	Saya tetap belajar Reading walaupun pemahaman membaca saya sudah bagus		/			
36.	Saya tidak belajar Reading karena pemahaman membaca saya sudah bagus				/	
37.	Saya memikirkan penyebab Reading Comprehension saya masih rendah dan saya akan berusaha untuk meningkatkan Reading Comprehension saya	/				
38.	Saya malas memikirkan penyebab Reading Comprehension saya masih rendah dan saya tidak punya keinginan untuk meningkatkan Reading Comprehension saya					/
39.	Saya rajin belajar Reading karena saya ingin memiliki pemahaman membaca yang bagus		/			
40.	Saya malas belajar Reading karena saya tidak punya keinginan untuk memiliki pemahaman membaca yang bagus					/

## APPENDIX 20

r<sub>table</sub> 5% and 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081





**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Alamat : Jalan Kapten Muradi Sungai Penuh Telp. 0748 – 21065 Faks : 0748 – 22114  
KodePos . 37112.Website: www.stainkerinci.ac.id-e-mail info@stainkerinci.ac.id

**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
Nomor : 343 Tahun 2020**

**T E N T A N G  
PENETAPAN DOSEN PEMBIMBING SKRIPSI  
MAHASISWA IAIN KERINCI  
TAHUN 2019/2020**

- Menimbang** : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program strata satu (S.1) IAIN Kerinci, maka perlu menetapkan dosen pembimbing skripsi mahasiswa.  
2. Bahwa dosen yang nama nya tersebut dalam Surat Keputusan ini dipadang cakap dan mampu melaksanakan tugas tersebut.
- Mengingat** : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci  
2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci  
3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Memperhatikan** : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci  
2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor. In.31/J5.1/PP.00.9/196/2020 Tanggal, 26/11/2020

**MEMUTUSKAN**

- Menetapkan** :  
**Pertama** : Menunjuk dan menugaskan :
- |                                     |                       |
|-------------------------------------|-----------------------|
| 1. Nama : <b>Rodi Hartono, M.Pd</b> | Sebagai Pembimbing I  |
| 2. Nama : <b>Musdizal, M.Pd</b>     | Sebagai Pembimbing II |

Untuk membimbing mahasiswa menyusun skripsi/Tugas Akhir :

Nama : **ELLEN SEPYANTI MALANA**  
NIM : 1710203008  
Jurusan : Tadris Bahasa Inggris  
JudulSkripsi : **A CORRELATION STUDY AMONG READING HABIT, INTRAPERSONAL INTELLIGENCE AND READING COMPREHENSION ABILITY AT THE THIRD SEMESTER OF THE ENGLISH DEPARTMENT OF IAIN KERINCI ACADEMIC YEAR**

- Kedua** : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SUNGAI PENUH  
PADA TANGGAL : 30 November 2020

Dekan,  
Wakil Dekan Bidang Akademik dan Pengembangan Lembaga



*[Signature]*  
**Dr. SAADUDDIN, MPd.I**

*Tembusan :*

1. Wakil Dekan Bidang Akademik dan Pengembangan Lembaga
2. Ketua Jurusan
3. Dosen Pembimbing
4. Peringgal





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
 Jl. Kapten Muradi Kec. Pesisir Bukit Sungai Penuh Telp. (0748) 21065 Fax. (0748) 22114  
 Kode Pos. 37112 Web : [www.iainkerinci.ac.id](http://www.iainkerinci.ac.id) Email: [info@iainkerinci.ac.id](mailto:info@iainkerinci.ac.id)

Nomor : In.31/D.1/PP.00.9/18/2021  
 Lampiran : -  
 Perihal : **Mohon Izin Penelitian**

08 Maret 2021

Kepada  
 Yth Kepala Tadris Bahasa Inggris  
 Di  
 Tempat

Assalamualaikum w.w,

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama : **ELLEN SEPYANTI MALANA**  
 NIM : 1710203008  
 Jurusan : TADRIS BAHASA INGGRIS  
 Fakultas : Tarbiyah Dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi:  
**A CORRELATION STUDY AMONG READING HABIT, INTRAPERSONAL INTELLIGENCE AND READING COMPREHENSION ABILITY AT THE THIRD SEMESTER OF THE ENGLISH DEPARTMENT OF IAIN KERINCI ACADEMIC YEAR 2020/2021.** Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal **08 Maret 2021 s.d 08 Mei 2021.**

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamualaikum w.w

a.n. Rektor,  
 Dekan Fakultas Tarbiyah dan  
 Ilmu Keguruan



**Dr. Dairabi Kamil, S.Pd., M.Ed**

Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Arsip



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
JURUSAN TADRIS BAHASA INGGRIS**

Jalan Pelita IV Sungai Penuh    Telp. 0748 – 21065    Kode Pos. 37112    web : [www.iainkerinci.ac.id](http://www.iainkerinci.ac.id)

**SURAT KETERANGAN**

No. In. 31 / J5.1 / PP.00.9 / 083 / 2021

Yang bertanda tangan dibawah ini Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Menerangkan bahwa :

Nama                   :   **ELLEN SEPYANTI MALANA**  
Semester               :   VIII  
Jurusan                :   Tadris Bahasa Inggris  
Fakultas               :   Tarbiyah dan Ilmu Keguruan

Telah melaksanakan penelitian pada semester IV (Empat) Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci, yang dilaksanakan dari tanggal 08 Maret 2021 sampai dengan 08 Mei 2021. Dengan judul **“A Correlation Study among Reading Habit, Intrapersonal Intelligence and Reading Comprehension Ability at the Fourth Semester of the English Department of IAIN Kerinci Academic Year 2020/2021”**.

Demikianlah surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 10 Mei 2021

An. Ketua Jurusan.

Sekretaris Jurusan



**MUSDIZAL, M.Pd**