

**CORRELATIONS AMONG STUDENTS' READING STRATEGIES,
ATTITUDES OF READING AND THEIR READING
ACHIEVEMENT AT THE FOURTH SEMESTER OF
THE ENGLISH DEPARTMENT OF IAIN KERINCI
ACADEMIC YEAR 2020/2021**

A THESIS



BY :
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INSTITUT AGAMA ISLAM NEGERI

KERINCI
ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
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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 (IAIN) Of Kerinci

By:

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

CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “**Correlations among Students’ Reading Strategies, Attitudes of Reading and Their Reading Achievement 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 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 or elsewhere is fully acknowledgment.

The researcher also declares that the intellectual content of this 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 expressions is acknowledgment.

Kerinci, August 2021

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At	AGENDA
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TANGGAL :	16/08/2021
PARAF :	3/

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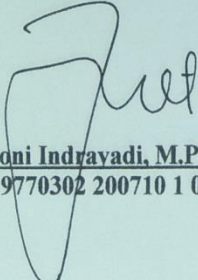
Assalamualaikum Wr. Wb.

After guiding, analyzing, briefing and correcting the writing of **Silvia Melasari's** thesis (The Student's Number is **1710203007**) entitle : "The Correlation among Students' Reading Strategy, Attitude of Reading and Their Reading Achievement at the Fourth Semester of the English Department of IAIN Kerinci Aacademic Year 2020/2021" we are of the opinion that this thesis has met the qualification as one of partial fulfillment of requirements for an undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

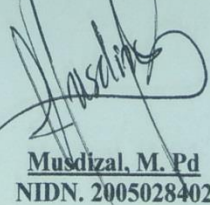
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APPROVAL AND ACCEPTANCE

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DEDICATION AND MOTTO

DEDICATION

I dedicate this thesis for:

My beloved father (Aripudin) and mother (Yuhana)

For their love, effort, suggestion, support and praying for my success in the future.

My beloved brother (Arifa Fadli) and my family

Who always give me support

And my best friends

Who always motivated and give me inspiration

And spirit during the process to finish this thesis

And all people in my life.

May Allah SWT. Bless them

I thanks very much to you all

Big love and hug

MOTTO

Siapa yang bersungguh-sungguh, ia akan mendapatkan (berhasil atau sukses)

INSTITUT AGAMA ISLAM NEGERI
KERINCI

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ

وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ

The researcher would like to express the greatest thank to Allah, who has given blessings, strength and healthy so the researcher could finish could finish this thesis. The blessings and greetings are always sent to our beloved Prophet Muhammad SAW, the greatest hero in the world, and the best example for humans to get the happiness ever and ever.

Then, this thesis is one of the requirements to get an undergraduate degree at the English education program of faculty education and teacher training at the State Islamic Institute of Kerinci. As long as accomplish this thesis entitled “The Correlation among Students’ Reading Strategy, Attitude of Reading and Their Reading Achievement at the Fourth Semester of the English Department of State Islamic Institute (IAIN) of Kerinci Academic Year 2020/2021” the researcher got difficulties, but there are guidance and support from other parties the researcher would like to express thank to:

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Koto Salak, August 25th 2021

The Researcher



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ABSTRACT

Silvia Melasari, 2021

:Correlations among Students' Reading Strategies, Attitudes of Reading and Their Reading Achievement at The Fourth Semester of the English Department of IAIN Kerinci Academic Year 2020/2021

Advisors

**: 1. Dr. TONY INDRAYADI, M.Pd
2. MUSDIZAL, M.Pd**

The purpose of this research was to know whether there were any correlation among students' reading strategy, attitude of reading and their reading achievement. This research was conducted at the fourth semester of english department, state islamic institute (IAIN) of Kerinci that consisted of 33 students as the sample. The design of this research was quantitatif descriptive and the technique used in this research was a correlational technique. In collecting the data, the researcher distributed questionnaire to the respondents to assess students' reading strategy and students' attitude of reading. Meanwhile, students' reading achievement was assessed by a test.

In analyzing the data, the researcher used SPSS (*Statistical Program for Social Science*) 20.0. it showed that the value of significant correlation between X1+Y was **0.734**. It means that there was **significant correlation** between students reading strategy and reading achievement. Then, the value of X2+Y was **0.281**. It means that there was **no significant correlation** between variables reading attitude and reading achievement. Therefore, the value of significant correlation between students' reading strategy, reading attitude and their reading achievement (X1+X2+Y) was **0.000** which was smaller than **0.05 (sig.<0.05)**. with the value of simulant test was $F_{calculate} = 21.196 > F_{table} = 3.30$. It can be concluded that there was **significant correlation** among three variables, those were students' reading strategy, attitude of reading and their reading achievement at the fourth semester of the English department of IAIN Kerinci.

Keywords: *Correlational study, reading strategy, attitude of reading, reading achievement.*

ABSTRAK

Silvia Melasari, 2021

:Correlations among Students' Reading Strategies, Attitudes of Reading and Their Reading Achievement at The Fourth Semester of the English Department of IAIN Kerinci Academic Year 2020/2021

Advisors

**: 1. DR. TONY INDRAYADI, M.Pd
2. MUSDIZAL, M.Pd**

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara strategi membaca siswa, sikap membaca dan prestasi membaca mereka. Penelitian ini dilaksanakan pada semester IV Jurusan Tadris Bahasa Inggris Institut Agama Islam Negeri (IAIN) Kerinci dengan jumlah sampel 33 mahasiswa. Desain penelitian ini adalah deskriptif kuantitatif dan teknik yang digunakan dalam penelitian ini adalah teknik korelasional. Dalam pengumpulan data, peneliti menyebarkan angket kepada responden untuk menilai strategi membaca siswa dan sikap membaca siswa. Sedangkan prestasi membaca siswa dinilai dengan tes.

Dalam menganalisis data, peneliti menggunakan SPSS (Statistical Program for Social Science) 20.0. Hasilnya menunjukkan bahwa nilai korelasi signifikan antara X_1+Y adalah **0.734**. Maknanya ada hubungan yang tinggi antara strategi membaca siswa dengan prestasi membaca. Kemudian, nilai X_2+Y adalah **0.281**. Maknanya terdapat hubungan rendah antara variabel sikap membaca dengan prestasi membaca. Kemudian, nilai korelasi signifikan antara strategi membaca siswa, sikap membaca dan prestasi membaca siswa (X_1+X_2+Y) adalah **0,000** yang lebih kecil dari **0.05** (sig.<**0.05**). dengan nilai uji simultan F hitung = **21.196** > F tabel = **3.30**. Dapat disimpulkan bahwa ada hubungan yang signifikan secara bersamaan antara strategi membaca siswa, sikap membaca dan prestasi membaca mereka pada semester empat Jurusan Tadris Bahasa Inggris IAIN Kerinci.

Keywords: *Penelitian Korelasi, Strategi Membaca, Sikap dalam Membaca, Prestasi Membaca.*

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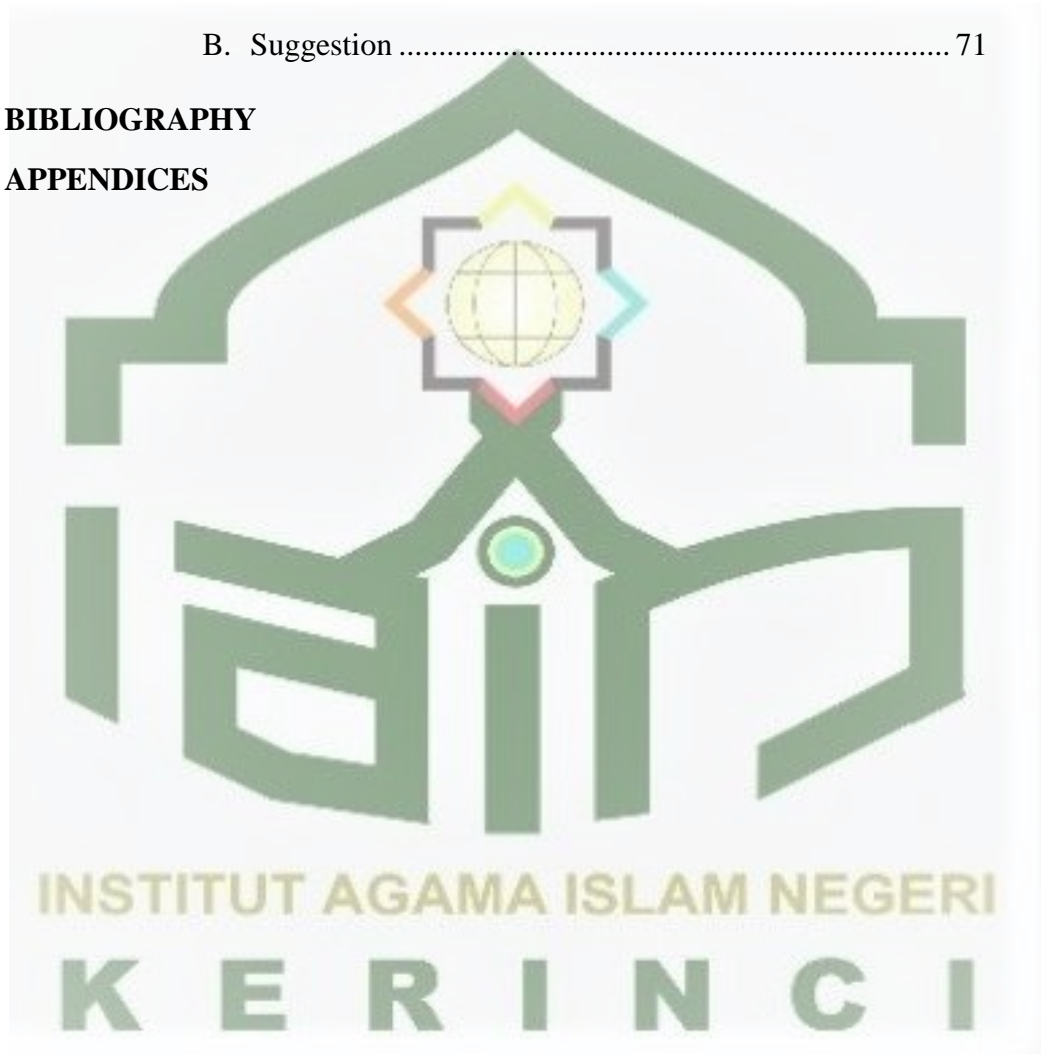
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English covers four basic language skills, they are speaking, reading, writing, and listening. Among the four basic skills, reading is one of the English learning skills that must be mastered by the students because in every subject the students are demanded to read books frequently. It can help them to get a lot of knowledge from the materials they learn. By reading books, they will get wide information in the world without going anywhere. That is why people always say that reading is the window of the world.

Reading is not only needed by students in learning or the school area but also for their future because of its benefits. But, in understanding it they may face difficulties. That is caused by English is not the mother tongue of Indonesian students. It makes them difficult to construct the meaning contained in the English text.

On the other hand, Idayani (2019) states that reading is a useful activity because we can get knowledge, news, improve vocabulary, and develop a person's creativity.¹ By reading the books the students may get wide insights about knowledge, improve their vocabulary mastery and also their pronunciation will be better.

¹Andi Idayani, English community journal, Vol.1, No.2: *Correlation Between Reading Comprehension and Reading Strategy Used By English Students of FKIP Uir*, 2019, P.75.

In addition, Harisson states that the importance of reading is not only related to the development of knowledge but also related to people thinking capability.² It means by reading the book the students can develop the way they think related to the development of their morals, attitude, mindset, and others.

Besides, the holy Qur'an also show about reading to the people in surah Al-Alaq (1-5)



أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ أَقْرَأَ ۝ وَرَبُّكَ
الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

The meaning: *“Proclaim! (Or Read) in the name of thy lord and cherisher, who created. Created man out of a (mere) clot of congealed blood. Proclaim ! and thy lord is most beautiful. He who thought (the use of) the pen. Taught man that which he knew not”. (Al-Alaq: 1-5)*³

Based on Al-Alaq 1-5 above explain the advice for people to read. It means that the reading activity is the important thing for anyone to get a lot of knowledge about anything they want.

Reading achievement is a result of reading comprehension. comprehension is how the students understand and get the messages from the printed words. It is the process of making sense of words, sentences, and

² Colin Harrison, *Understanding Reading Development*, (London: SAGE Publication Ltd, 2004), p. 3

³ Kementerian Agama, *Al-Qur'an Tajwid Warna Terjemahan Dan Transliterasi Al-Misbah*, (Jakarta Pusat: Beras Alfath, 2017), P. 597

connected text to understanding information presented in a written form.⁴ Reading without comprehension is nonsense and useless. In this case, when reading a text the students review sounds, pronunciation, letters, memorize the spelling of words, vocabularies, preview grammar, the meaning of words, and word combinations. Reading is not being able to achieve by the students without comprehension about what they have read, but have good skill or strategy may help them in understanding the meaning contained in the sentences, textbook, news, and others. It means that if the students get good comprehension in reading a text, they may have a good understanding of what they have been read. Furthermore, they will have a high score in reading.

Furthermore, reading achievement may be influenced by reading strategy and the attitude of reading. Reading strategy is how the way that students use to comprehend the reading text easily. Reading strategies are one of the important things that help readers improve reading comprehension and overcome reading difficulties. The students with a good strategy in reading will be easy to comprehend the long texts. Furthermore, they can find the gist they read in a short time with the right strategy. Sari (2017) researched correlations between reading strategies and reading comprehension achievement. She finds out that there was a significant correlation between the

⁴ Nur Olivia Siregar, Rudi Afriadi, Arasuli, *Journal of Applied Linguistics and Literacy*, Vol.3 No. 2, *The Correlation Between Reading Strategies and Reading Comprehension Achievement of the Sixth Semester in English Education Study Program of Bengkulu University*, 2019, p.123.

reading strategies use and reading comprehension achievement.⁵ Similarly, Idayani Andi (2018) studied the correlation between reading comprehension and reading strategy. She finds out that there was a significant relationship between students' reading strategy used and students' reading comprehension.⁶ So that the students must be able to choose a good strategy to improve their reading skills.

Besides the reading strategies, reading attitude is also very necessary in improving students' reading achievement. Attitudes are formed as a result of some kind of learning experiences students go through.⁷ It can be how the students think and feel about something. The attitude of students in reading may influence their reading achievement because if the students have a positive attitude in reading, for example, enjoy reading a book, it can make their habit in reading become well and it may improve their reading achievement because they read the book frequently. The students who have a positive attitude in reading the textbook may be more focused and better in the learning process so it gives them a positive impact in their daily life. However, the students who have a negative attitude in reading may make they are lazy when they read the book. It can make their reading achievement low. Agustin (2021) researched the correlation between students' reading attitude and their

⁵ Tika Sari, *"The Correlation between Reading Strategies and Reading Comprehension Achievement of the Eleventh Grade Students of SMA Muhammaiyyah 6 Palembang"* (Palembang: State Islamic University Raden Fatah, 2017)

⁶ Andi Idayani, *"Correlation between 'Reading Comprehension and Reading Strategy' Used By English Students of FKIP Uir"*, (Riau: Islamic University of Riau, 2019).

⁷ Oghanenu Odogwu Emeke, Aliogo Ukamaka Benedicta, *Journal for studies in management and planning*, Vol.01, No.8: *Attitude as Correlate of Students Academic Achievement in Mathematics at the Senior Secondary School Level in Delta State*. 2015, p. 154

reading achievement in the fifth semester of an extensive reading class of the English education study program of state Islamic university Raden Intan Lampung in the academic year of 2019/2020. Due to research in the fifth semester that consists of 71 respondents and she found that there is a correlation between reading attitude and reading achievement.⁸ But on the other side, Taylor (2014) from the University of Mississippi investigated research about the attitude toward reading and reading achievement of seventh-grade students in a sustained silent reading program and has a contrast result from. It has been done in middle school. The result of the research showed there was no significant difference in students' attitudes, reading achievement, or home literacy scores before and after treatment.⁹

Based on the researcher's interview on 22nd July 2020 via online by using WhatsApp application with 30 students from classes A, B, and C of the fourth semester of the English department of IAIN Kerinci, The researcher found that the students' reading achievement was still low. 10 students have lack vocabulary when they read a long English text because they are still confused about the strange word that makes them always open the dictionary, they were lazy in reading the textbook and they were also difficult to construct the meaning of words in the text. Then, they also thought that reading is a boring activity and they were only read when it is a necessity for them.

⁸ Agustin, Titin Tria, *"The Correlation Between Students' Reading Attitude and Their Reading Achievement at the Fifth Semester of Extensive Reading Class of English Language Education Study Program of State Islamic University Raden Intan Lampung in the Academic Year of 2019/2020"*(Lampung: UIN Raden Intan Lampung, 2021)

⁹ Taylor, Tarra Renee, *"The Attitudes Toward Reading and Reading Achievement of Seventh Grade Students in a Sustained Silent Reading Program"* (2014). Electronic theses and dissertations. 492. <https://egrove.olemiss.edu/etd/492>

Besides, the researcher also found that 14 students already have the reading strategy such as skimming, translate word by word, only looking for the main ideas of the paragraph, and so on. But all of that still could not improve their reading achievement well.

Despite some similarities of previous research share with this study, there are also some differences. This study will indicate how much the strategies and attitudes impact the students' reading achievement scores at the same time. Additionally, the researcher analyzes the data to see the correlation among three variables.

Based on the elaboration above, the researcher was interested to know whether there are correlations or not of three variables are reading strategies and reading attitudes toward students' reading achievement at the fourth semester of the English department. So the entitled of this research: **Correlations among Students' Reading Strategies, Attitudes of Reading and Their Reading Achievement at the Fourth Semester of the English Department of IAIN Kerinci Academic Year 2020/2021.**

B. Identification of The Problem

There was some problem that was identified in the background of the problems above, they were as the following:

1. The students' achievements were still low in reading. They have difficulties in construct the meaning of the word in the text, understood the long text, processed the information contained in the text and also they

have difficulties in reading when they find the new vocab. It made them spend a lot of time reading because they have to translate word by word.

2. The students' strategies in reading achievement still could not improve their reading achievement. Then they have negative attitudes toward reading. Some of them think that reading was a boring activity, they were lazy to read and also they only read if it is necessary.

C. Limitation Of The Research

The research was limited on correlations between the students' strategies in reading, attitudes of reading, and their reading achievement at the fourth semester of the English Department of IAIN Kerinci academic year 2020/2021.

D. Research Questions

Based on the limitation of the research problem, the research questions of this research were as follow:

1. Is there any significant correlation among students' reading strategies (X1) and their reading achievement (Y) at the fourth semester of the English department of IAIN Kerinci academic year 2020/2021?
2. Is there any significant correlation among students' attitudes of reading (X2) and their reading achievement (Y) at the fourth semester of the English department of IAIN Kerinci academic year 2020/2021?
3. Is there any significant correlation among students' reading strategies (X1), attitudes of reading (X2), and their reading achievement (Y) at the

fourth semester of the English department of IAIN Kerinci academic year 2020/2021?

E. Purpose of the research

Based on the research questions above the purpose of the research were as the following:

1. To find out whether there was any significant correlation among students' reading strategies (X1) and their reading achievement (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 among students' attitudes of reading (X2) and their reading achievement (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 among students' reading strategies (X1), attitudes of reading (X2), and their reading achievement (Y) at the fourth semester of the English department of IAIN Kerinci academic year 2020/2021.

F. Significances of the Research

There were two benefits of the research, namely:

1. Practical benefit

After knowing the correlations among students' reading strategies, attitudes of reading, and their reading achievement, the result of this research expected can contribute to the English department and the

lectures' in developing students' knowledge especially to improve students' reading achievement by focusing on students attitude of reading and the use of strategy in reading subject soon.

2. Theoretical benefit

The result of the research can be used by another researcher as a reference who wants to research correlational and then for them who want to conduct their research.

G. Definition of the Key Terms

1. Reading

Reading is most definitely an active process; the efficient reader interacts with a text, predicting what will come next, and bringing his or her knowledge of the subject and language to the text.¹⁰

2. Reading achievement

Reading achievement measures knowledge about reading gained in formal education usually indicated by test scores, grades, grade points, average, and degrees.¹¹

3. Reading strategy

The definition of strategy is the science of tactics: to achieve something.¹² So the reading strategy is how the way or procedure that students use to achieve their comprehension in reading the text. This study

¹⁰ Pollard Lucy, *Teaching English*, P. 44

¹¹ A.S Arul Lawrence, A.Vimala, *Journal of educational and instructional studies in the world*, Vol.2, Issue.3, *School Environment and Academic Achievement Of Standard IX Students*, (2012), P. 211

¹² Dahlan Al-Barri, *Kamus Modern Bahasa Indonesia*, (Yogyakarta: Arkola, 1994), P. 727.

will be a focus on global reading strategies, problem-solving strategies, and support strategies.

4. Attitude of reading

Attitude as a concept is concerned with an individual's way of thinking, acting, and behaving.¹³ It can be the reaction of people's perception of reading. The component of reading attitude consists of cognitive, affective, and conative components. This study will be a focus on the fourth semester of the English department.

5. IAIN Kerinci

IAIN Kerinci is one of the state Islamic institutes in Indonesia. It has four faculties they are: faculty education and teacher training, faculty of Islamic law, faculty of Islamic and Islamic business, and faculty Dakwah. The location of this institute is in Kerinci regency, in kapten muradi street, pesisir bukit subdistrict, sungai penuh city.

H. Hypothesis

The hypothesis of this research can be formulated as follow:

H₁: There is a significant correlation between the students' reading strategies (X1) and their reading achievement (Y) at the fourth semester of the English department of IAIN Kerinci academic year 2020/2021.

H₀: There is no significant correlation between the students' reading strategies (X1) and their reading achievement (Y) at the fourth

¹³ Oghanenu Odogwu Emeke, Aliogo Ukamaka Benedicta., *Op.cit*, p. 154

semester of the English department of IAIN Kerinci academic year 2020/2021.

H₂: There is a significant correlation between students' attitudes of reading (X₂) and their reading achievement (Y) at the fourth semester of the English department of IAIN Kerinci academic year 2020/2021.

H₀: There is no significant correlation between students' attitudes of reading (X₂) and their reading achievement (Y) at the fourth semester of the English department of IAIN Kerinci academic year 2020/2021.

H₃: There is a significant correlation between the students' reading strategies (X₁), attitudes of reading (X₂), and their reading achievement (Y) at the fourth semester of the English department of IAIN Kerinci academic year 2020/2021.

H₀: There is no significant correlation between the students' reading strategy (X₁), attitudes of reading (X₂), and their reading achievement (Y) at the fourth semester of the English department of IAIN Kerinci academic year 2020/2021.

INSTITUT AGAMA ISLAM NEGERI
KERINCI

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review related theories

1. Nature of reading

a. Definition of Reading

There are many statements about the definition of reading. Reading covers a lot of things that are crucial for the students to broaden their insight. Debat states that reading is the most crucial skill for the students of English as a foreign language (EFL) or second language (ESL).¹⁴ It is the process to get knowledge, and much of the information is informing by reading. The people will find many reading activities in their daily life such as on the internet, articles, books, etc.

Reading is a mental process that requires the reader to follow and understand the message from the author that much in terms of place and time.¹⁵ It means that the reader has to focus when they read the text so that they will be able to construct the meaning of the text.

Reading is an important skill that has contributed to the success of learning activities. The students who are good at reading will be easy to understand the materials in their learning process. It will make they are better in the process of studying.

¹⁴ De Debat, E.V, *Applying current approaches to the teaching of reading*. English teaching forum, 2006, p. 1

¹⁵ Supeno, Imam Suseno and Lubban Anwari Alhamidi, *Indonesian Journal of English Education, Reading Strategies as Development Model English Cognition of Senior High School Students*, 2017, pp.86-87

The students have to practice their reading ability frequently to make them familiar with the English language and get a good comprehension of reading as states by Micluky the best way to improve reading is by reading.¹⁶ However, when the students read the text they may face any difficulties and also boring about it, but if they are always trying to keep their reading activity, they will get a good sense of English so that it will help them to get the total meaning of the text easily.

Another thing that has to remember in reading by the students is not always open a dictionary because it will slow down their reading rate and can make them bore in their reading activity. If they find new words, they must try to guess the meanings by trying to find out any clue of words according to the context in the passages.¹⁷

Based on the definition above the researcher concludes that reading is all the processing by the reader to comprehend about what the writer idea and means of the text so that they get the gist of whatever they read.

b. Purpose of reading

Some people may read the books for some purpose and the purpose of reading will help them to focus on the text which what they want to know of the texts. If they read for education, knowledge, assignment, they may read it carefully, very slowly, and details in reading. But if they want to read for pleasure, they may read it either

¹⁶ Beatrice S. Mikulecky, Linda Jeffries, *more reading power*, (longman, 1996), p.6

¹⁷ Deanne Spears, *Developing Critical Reading Skills*, (New York: McGraw-Hill Inc., 2006), 7th edition, p. 5.

quickly or slowly, it depends on the way that they like or feels. Mikulecky states that reading for pleasure is different from reading you do for study. When you read for pleasure, you choose the book that you read. You can read mysteries, romance novels, science fiction, biographies, or whatever you want. It is not what you read, but your enjoyment that matters.¹⁸

According to Grabe,¹⁹ the purposes for reading are when we begin to read, we have several initial decisions to make, and we usually make these decisions very quickly almost unconsciously in most cases. In other settings, usually academic or professional ones, we sometimes synthesis information from multiple reading sources, from different parts of a long and complex text, or a prose text and accompanying diagram or chart. Such reading is quite different from searching, skimming, or reading for general comprehension.

1) Reading to search for simple information and reading to skim

Reading to search for easy facts is a common studying ability; through some researchers see it as a particularly impartial cognitive process. It is used too often analyzing tasks that it is possible quality viewed as a type analyzing ability.

Reading to skim (i.e sampling segments of the textual content for a regularly occurring understanding) is a frequent section of

¹⁸ Beatrice S. Mikulecky, Linda Jeffries, *Loc.Cit.*

¹⁹ Grabe William and fredricka L. Stoller, *Teaching and researching Reading*, (New York: Longman, 2002), p.11-14

many analyzing tasks and beneficial ability in its own right. It involves, in essence, an aggregate of techniques for guessing the place vital information may be in the text, and then the use of simple analyzing comprehension abilities on these segments of the text until widely widespread thinking is formed.

2) Reading to Learn From Text

Reading to examine commonly occurs in the tutorial and professional context in which an individual wants to examine a vast amount of data from a text. It requires skills to:

- a) Remember important ideas as nicely as a range of small print that tricky the main helping ideas in the text.
- b) Recognize and construct rhetorical frames that organize the data in the text.
- c)) Link the textual content to the reader's expertise base.

Reading to examine is usually carried out at a studying fee quite slower than accepted reading comprehension (primarily due to rereading and reflection strategies to help take into account information)

3) Reading to Integrate Information, Writers, and Critique Text

Reading to combine records requires extra about the relative significance of complementary, together with helping of conflicting data and the in all likelihood restructuring of a rhetorical body to accommodate facts from multiple sources. These being study that the

reader can decide what data integration and how it for the reader's goal.

4) Reading for General Comprehension

The action of frequent inspecting comprehension has been intentionally saved for closing in this dialogue for two reasons. First, it is the most fundamental motive for reading, underlying and supporting most one of a kind features for reading. Second, ordinary analyzing comprehension is extra complex than oftentimes assumed.

Reading for sizable comprehension when accomplished with the useful resources of an expert is a fluent reader. Require very speedy and computerized processing of words, sturdy capabilities informing a common which means an illustration of a most important idea, and surroundings pleasant coordination of many strategies below very constrained time constraints. Furthermore, reading can have three main purposes, such as:²⁰

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

In addition, the researcher concludes that the purpose of reading is to get the information contained in the text which read by the reader. It

²⁰ Sacha Anthony Berardo, *The Reading Matrix*, Vol. 6 (2), *The Use of Authentic Materials in the Teaching of Reading*, 2006, p.61.

can be to get much information from it or only for a fun activity. There are several purposes in reading that mentioned above, those are reading to search for information and reading to skim, reading to learn from text, reading to integrate information, writer, and critique text, and reading for general comprehension. Furthermore, the other purposes were, reading for survival, reading for learning, and reading for pleasure.

c. Components of reading

Antunez shows the five quintessential components of reading as follow:²¹

1) Phonemics awareness

Phonemic awareness refers to the student's ability to the core of interest on and manipulates these phonemes in spoken syllables and words. It is also the grasp that the sounds of spoken language work at the same time to make words. According to National Reading Panel, teaching phonemic awareness to children fantastically improves their examining extra than teaching that lacks any attention to phonemic awareness.

2) Phonics

Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spelling that represent these sounds in

²¹ Antunez, B., *English Language Learners and the Five Essential Components of Reading Instruction*, 2002, retrieved on Monday, august 14, 2020, from: <https://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction>

written language). Readers use these relationships to understand the familiar phrase and to decode unfamiliar ones. The National Reading Panel indicated that systematic phonics coaching enhances children's success in getting to know to read, and it is appreciably extra wonderful than coaching that teaches little or no phonics.

3) **Vocabulary development**

Vocabulary improvement refers to the expertise of stored facts about the meanings and pronunciations of words critical for communication. Vocabulary improvement is necessary for starting analyzing in that when a pupil comes to a phrase and sounds it out, he or she is additionally identifying if the phrase makes sense primarily based on his or her grasp of the word. If a pupil does not be aware of the meaning of the word, there is no way to take a look at if the phrase fits, or to make which means from the text.

4) **Fluency**

Fluency is the ability to read words precisely and quickly. Fluent readers recognize phrases and comprehend them simultaneously. Reading fluency is an essential aspect integral for studying comprehension. The National Reading Panel's lookup findings concluded that guided oral studying and repeated oral studying had a significant and wonderful have an impact on phrase recognition, studying fluency, and comprehension in students of all ages.

5) Reading comprehension

Reading comprehension is the result of all of the analyzing skills and the ultimate purpose of gaining knowledge of to read. The cause of mastery of every of the four preceding capabilities is to allow comprehension.

The researcher concludes that the component of reading is the part that affects the way the reader comprehends the text. The components of reading are divided into several parts as mentioned above, namely, phonemic awareness, phonics, vocabulary development, and fluency and reading comprehension.

d. Types of reading

According to Sacha reading is considered to be an interactive manner (a conversation between writer/reader, even though the creator is no longer present) and for it to appear both methods are necessary, top-down to predict the means and bottom-up to check it. The two are consequently complementary approaches to processing a text. Bottom-up processing is when the reader builds up meaning with the aid of studying the word for word, letter for letter, carefully scrutinizing both vocabulary and syntax. Top-down processing is the opposite, where a world which means of the text is obtained, through “clues” in the text and the reader’s right schema knowledge.²²

²² Sacha Anthony Berardo, *Loc. It.*

On the other hand, Brown classifies several types of reading performance:²³

1) **Perceptive**, perceptive inspecting obligations contain attending to the elements of giant stretches of discourse; letters, words, punctuation, and different graphemes symbols. Bottom-up processing is implied.

2) **Selective**, this category is largely an artifact of evaluation formats. To verify one's studying consciousness of lexical, grammatical, or discourse elements of language inside a very brief stretch of language, sure regular tasks are used; picture-cued tasks, matching, true/false, multiple-choice, etc. stimuli include sentences, quick paragraphs, and simple charts and graphs. Brief responses are supposed as well. A mixture of bottom-up and top-down processing may additionally be used.

3) **Interactive**, encompass amongst interactive reading sorts are stretches of the language of quite a few paragraphs to one web page or more in which the reader must, in a psycholinguistics sense, interact with the texts. The center of attention of interactive tasks is to perceive relevant characteristics (lexical, symbolic, grammatical, and discourse) within texts of quite a brief size to protect that is processed. Top-down processing is common such as tasks, although some instances of bottom-down performance can also be necessary.

²³ Brown H. Douglas, *Language Assessment Principles and Classroom Practice*, (Longman), p.189

4) Extensive reading, extensive reading applies to text more than a page, up to and including professional articles, essays, and technical reports, short stories, and books. (It should be noted that reading research commonly refers to “extensive reading” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is messaged a little to encompass any text longer than a page.) The purposes of assessment usually are to tap into a learner’s global understanding of a text. As opposed to asking test-takers to “zoom in” on small details. Top-down processing is assumed for most extensive tasks.

The researcher concludes that there are two types of reading, which are Top-Down and Bottom-Up. Top-Down is reading by interpreting a reading based on the knowledge of the reader. Selective, interactive, and extensive are parts of the Top-Down. Besides, Bottom-Up is a process that involves accuracy in reading, details, and series of perceptions, and identification of letters, words, spelling patterns in reading. In this case, perceptive and selective are parts of the Bottom-Up.

2. Reading strategies

a. Definition of Reading Strategies

The reading strategy is the way that use by the students to get the meaning from what they read easily. Smith declares that the best strategy for determining the identity of meaning of an unfamiliar word is to work

out what it is from context.²⁴ The strategy uses to make the reader focus on what they want to know about the text they read. Then, it is also easier for them to know the meaning of a word based on the context.

Idayani argues that reading strategies help students to know new information and how to make good comprehension in reading with their knowledge.²⁵ It means that the strategic reader will be easy to construct the meaning of the word and get a good comprehension based on the context with the strategy which they use.

b. Indicators of Reading Strategy

The reading strategy that will be used in this research is included to survey of reading strategy (SORS) that have done by Mokhtari and Shoerey. The purposes there are three types of reading strategy in SORS: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP)²⁶:

1) Global Reading Strategies (GLOB)

Global Reading Strategies (GLOB) are those intentional, carefully planned techniques by which learners monitor or manage their reading, such as having a purpose in mind, previewing the text as to its length and organization, or using typographical aids and

²⁴ Smith, *Understanding Reading*, 6th Edition, (London, Mahwah, New Jersey, 2004), p.2

²⁵ Andi Idayani, English community journal, Vol.1, No.2: *Correlation Between Reading Comprehension and Reading Strategy Used By English Students of FKIP Uir*, 2019, P.75.

²⁶ Mokhatri, shoerey, *Measuring ESL student's Awareness of Reading Strategies*, (2002), p.4

table and figure. It involves about how planning to manage comprehension when reading.

2) Problem Solving Strategies (PROB)

Problem Solving Strategies (PROB) is the action and procedures that readers use while working directly with the text. These are localized, focus techniques used when problems develop in understanding textual information; examples include adjusting one's speed of reading when the material becomes difficult or easy, guessing the meaning of unknown words, and rereading the text to improve comprehension.

3) Support Strategies (SUP)

Support Strategies (SUP) are basics support mechanisms intended to aid the reader in comprehending the text such as using a dictionary, taking notes, underlining, or highlighting textual information.

In addition, the researcher concluded that three indicators that impact the reading strategies; are GLOB, PROB, and SUP as mentioned above. It is the way that can be used to minimize misunderstandings in reading and also these strategies are used to increase understanding of what is being read by the reader.

3. Reading attitude

a. Definition of reading attitude

Attitude is one of the factors that influence students' reading achievement. Attitude can also be interpreted as a form of thinking or a person's response. It can be a positive or negative perception of a certain object. Attitudes reflect evaluations of objects on a dimension ranging from positive to negative.²⁷

Besides, Agustiani states that Reading attitude is an internal aspect that helps the learner develop and have lifelong reading skills.²⁸ The students who had fun reading activities included a positive attitude toward reading. It can help them to improve their reading skills as they continuously hone their reading experience and it can also improve students' vocabulary mastery so that they will familiar with much vocabulary.

b. Indicators of attitude

The indicators of attitude consist of cognitive, affective, and behavioral²⁹ as follow:

1) The cognitive component

A cognitive component is made up of the beliefs of an individual about the object of an attitude. Psychologists refer to

²⁷ Leandre R. Fabrigar, Tara K. MacDonald, Duane T. Wegener., *The Structure of Attitudes from: The Handbook of Attitudes*, Routledge, (2005), Accessed on: 22 Sep 2020 from <https://www.routledgehandbooks.com/doi/10.4324/9781410612823.ch3>

²⁸ Agustiani, *Op.Cit*, p.77

²⁹ Charles Strangor, *Principle of Psychology* (New York: CC BY-NC-SA, 2005), 1st International Edition, p.29

cognition as the mental activity of processing information and using that information in judgment. Social cognition involves the interpretation of the event. As a result, different people may draw different conclusions about the same events.

2) The affective component

The affective component refers to feelings or emotions aroused by the object of the attitude. Affect signals us that things are going all right or that things are not going so well. The effect can also lead us to engage in behaviors that are appropriate to our perceptions of a given situation.

3) The behavior (conative) component

The behavioral component consists of a predisposition to respond in a certain way to the object of the attitude. People generally prefer to maximize their outcomes by attempting to gain as many social rewards as possible and by attempting to minimize their social costs. Such behavior is consistent to protect and enhance the self.

The researcher includes that attitude is crucial in reading that can affect students' reading. If they want to be good readers, they must have a positive attitude in reading. Three things affect reading attitude as stated above, namely cognitive, affective and conative.

c. Characteristics of attitude

According to Perloff, there are three characteristics of attitudes³⁰ those are:

1) ***Attitudes are learned.*** People are not born with attitudes. They acquire attitudes throughout socialization in childhood and adolescence.

2) ***Attitudes are global, typically emotional, evaluations.*** Attitudes are, first and foremost, evaluations. Having an attitude means that you have categorized something and made a judgment of its net value or worth. Attitudes invariably involve affect and emotions. "Attitudes express passions and hate, attractions and repulsions, likes and dislikes. Affect usually plays an important part in how attitudes are formed or experienced because some attitudes may develop more intellectually, by absorbing information, while others are acquired through reward and punishment of previous behavior. A classic tripartite model emphasizes that attitudes can be expressed through thoughts, feelings, and behavior. Attitudes can be regarded as large summary evaluations of issues and people. (They are global or macro, not micro.). Attitudes encompass beliefs, feelings, intentions to behave, and someone's behavior.

3) ***Attitudes influence thought and action.*** Attitudes (and values) organize our social world. They allow us to quickly categorize people, places, and events and to figure out what's going on. Attitudes shape

³⁰ Richard M. Perloff, *The Dynamics of Persuasion Communication and Attitudes in the 21st Century*, 2nd Edition, (London, Mahwah, New Jersey, 2003), pp.39-41

perceptions and influence judgments. Attitudes also influence behavior. They guide our actions and steer us in the direction of doing what we believe.

From the explanation above, the researcher concluded that there are three characteristics of attitude those are, *Attitude is learned, Attitudes are global, typically emotional, evaluations, and Attitudes influence thought and action.*

4. Reading Achievement

Achievement means the people have done their work and they are satisfied with its results. It can also be interpreted that students have progress on what they have learned. Meanwhile, to get a good reading achievement, the students must have a good understanding or comprehension of reading. Reading comprehension is the final goal of reading. This involves being able to connect what has been read to what the reader knows, constructing meaning that is reasonable and accurate and then, contemplating this information until the meaning is understood.³¹ Comprehension may be regarded as relating aspects of the world around us, including what we read. To the knowledge, intentions, and expectations we already have in our head.³²

Lawrance and Vimala declare that academic achievement is a measurement of knowledge gained in formal education usually indicates by

³¹Mehta. P.D, Foorman. B.R, Branum-Martin, L, & Taylor. W.P, , Scientific Studies of Reading, *Literacy as a Unidimensional Construct: Validation, sources of influence and implication in a longitudinal study in grades*, 2005, p. 85

³² Smith, *Op.Cit*, p.13

test score, grade, grade point, average, and degrees.³³ Students can understand the content and purpose of a text which they read and construct the meaning that refers to the context. The students who are read the book frequently and have a good strategy on it will be easy to comprehend the text well and it may affect the progress of their reading test or score.

The students must have good comprehension to be good readers. It is impossible to achieve a high score in reading subjects if they cannot comprehend the text well. Then, the most important point about reading comprehension is there are some indicators to achieve a comprehensive reading. Harmer states the indicators as the following.³⁴

a. Identifying the topic

Good readers can pick up the topic of a written or spoken text very quickly. With the assist of their schemata, they quickly get thinking of what is being talked about. This capability permits them to procedure the text extra successfully as it progresses.

b. Predicting and guessing

The readers read and as soon as to strive and apprehend what is being written or talked about, ordinarily if they have first identified the topic. Sometimes they seem forward, attempting to predict what is

³³ A.S Arul Lawrence, A.Vimala, *Journal of educational and instructional studies in the world*, Vol.2, Issue.3, *School Environment and Academic Achievement Of Standard IX Students*, (2012), P. 212

³⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Pearson Longman, 2007) pp.201-202.

coming; from time to time they make assumptions or wager the content material from their preliminary glance.

c. Reading for general understanding

Good readers are capable to take in a glide of discourse and understand the gist of it except disturbing too an awful lot about the details. Reading for such “general” comprehension capability not stopping for every word, no longer inspecting the total aspect that the author or speaker embody in the text.

A time length usually used in reading is skimming (which skill strolls your eyes over textual content to get a quick concept of the gist of a text). This will help them if they take a look for greater unique information.

Reading for gist is not a “lazy” option. The reader has made a desire not to attend to every detail, however, to use their processing powers to get the greater of a top-down view of what is going on.

d. Reading for specific information

In contrast to analyzing for gist, we regularly go to written and spoken textual content due to the fact we prefer particular details. We may additionally pay attention to the news, solely concentrating when the unique object that interests us comes up. We may also rapidly seem to be thru a movie evaluation to locate the title of the director or the star. In this case, we almost skip all the different records until we come

to the specific item we are searching for. In discussions about reading this talent is frequently referred to as scanning.

e. Reading for detailed information

Sometimes the reader read to understand everything we are reading in detail. This is usually the case with written instructions or directions, or the description of scientific procedures; it happens when someone gives us their address and their telephone number and we write down the details.

f. Interpreting text

The readers can see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writer or speaker is implying or suggesting. Successful interpretation of this kind depends to large extent on shared schemata. The reader gets a lot more from a reading text than the words alone suggest because, as active participants, we use our schemata together with our knowledge of the world to expand the pictures that have been given and to fill in the gaps which the writer or speaker seems to have left.

The researcher concludes that reading comprehension is the ability to understand what is read and capture the meaning contained in the reading. Several things affect the success of reading comprehension achievement, namely understand identifying the topic, predicting and guessing, reading for general understanding, reading for specific information, reading for detailed information, and interpreting text.

B. Review of Related Findings

This research focuses to find out the relationship between students' reading strategies, attitudes of reading and their reading achievement, and the researcher correlate this three variable, they are (X1) reading strategy, (X2) attitude of reading, and (Y) reading achievement. Related to this research there is some previous research that has been done by another researcher. Those previous researches were as follow:

First, Agustin (2021) researched the correlation between students' reading attitude and their reading achievement in the fifth semester of an extensive reading class of the English education study program of state Islamic university Raden Intan Lampung in the academic year of 2019/2020. She due to research at fifth semester that consists of 71 respondents and she found that there is a correlation between reading attitude and reading achievement.³⁵

Second, Taylor (2014) from the University of Mississippi investigated research about the attitude toward reading and reading achievement of seventh-grade students in a sustained silent reading program and have a contrast result. It has been done in middle school. The result of the research showed there was no significant difference in students' attitudes, reading

³⁵ Agustin, Titin Tria, *"The Correlation Between Students' Reading Attitude and Their Reading Achievement at the Fifth Semester of Extensive Reading Class of English Language Education Study Program of State Islamic University Raden Intan Lampung in the Academic Year of 2019/2020"*(Lampung: UIN Raden Intan Lampung, 2021)

achievement, or home literacy scores before and after treatment.³⁶ It was contrast with Agustin found in her research.

Third, Sari (2017) researched the correlation between reading strategies and reading comprehension achievement. She finds out that there was a significant correlation between the reading strategies use and reading comprehension achievement. It can be inferred that students' reading strategies use has a significant influence on their reading comprehension achievement.³⁷

Fourth, Idayani Andi (2018) researched the correlation between reading comprehension and reading strategy. She finds out that there was a significant relationship between students' reading strategy used and students' reading strategy.³⁸

Sixth, Kirmizi (2011) researched Turkey. Her study aimed to know the relationship between levels of reading comprehension strategy use and reading attitudes. Her study was conducted with 1316 students (649 girls and 667 boys) attending the fourth and fifth grades of 15 elementary schools in Denizli, Turkey. The analyses indicated that reading attitude was a predictor of the level of reading comprehension strategies used by students. The result of the research was there was a negative and low-level relationship

³⁶ Taylor, Tarra Renee, "*The Attitudes Toward Reading and Reading Achievement of Seventh Grade Students in a Sustained Silent Reading Program*" (2014). Electronic theses and dissertations. 492. <https://egrove.olemiss.edu/etd/492>

³⁷Tika Sari, "*The Correlation Between 'Reading Strategies and Reading Comprehension Achievement' of the Eleventh Grade Students of Sma Muhammadiyah 6 Palembang*", (Palembang: Raden Fatah University, 2017).

³⁸ Andi Idayani, "*Correlation Between 'Reading Comprehension and Reading Strategy' Used By English Students of FKIP Uir*", (Riau: Islamic University of Riau, 2019).

between daily times spent reading and the level of the strategy used, and a positive and low-level relationship between the level of the strategy used and the number of books that a child reads per year.³⁹

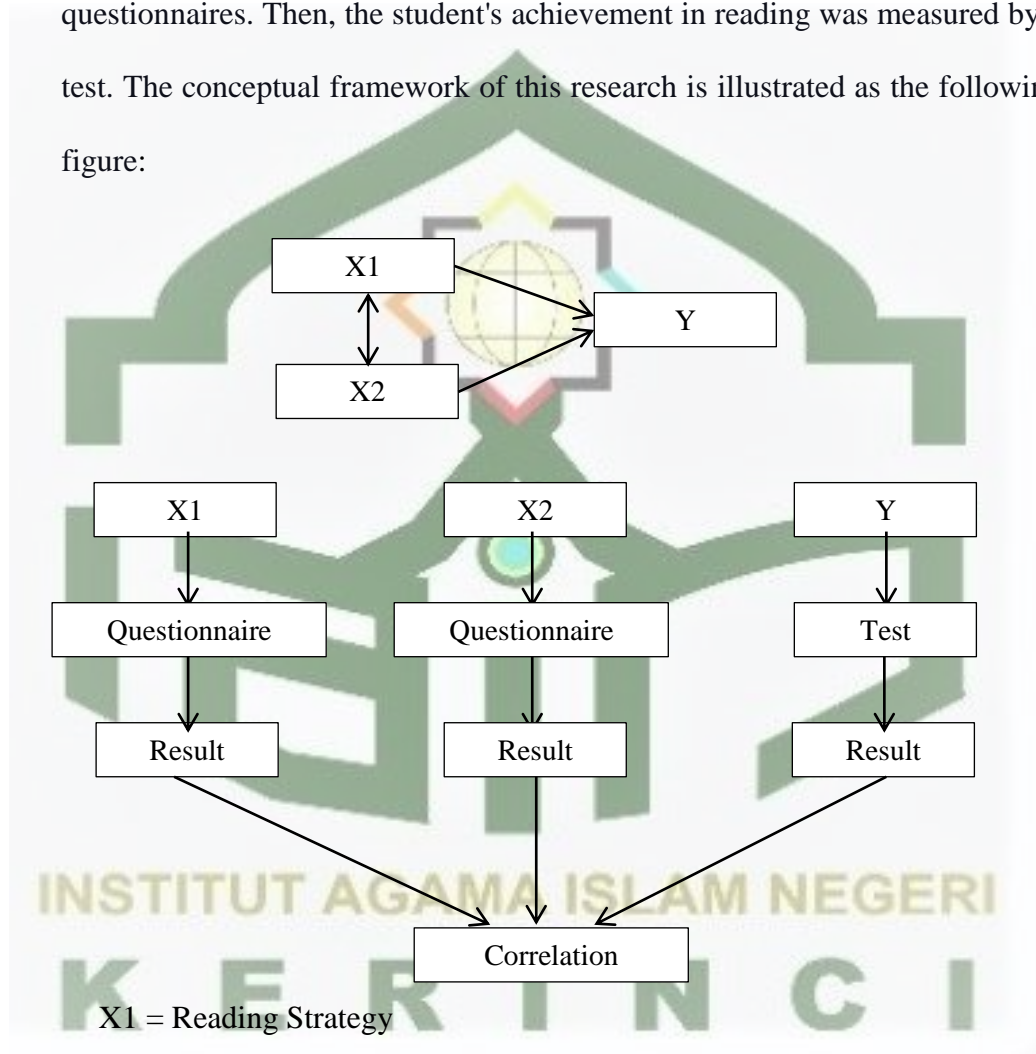
All of the previous researches above have the similarity with this research, which have the same kind of research that seeks the correlation among the variables. On the other side, it also has differences, those have different problems and objects of the research. Furthermore, that previous research is only correlated two variables, but in this research, the researcher correlate three variables, those were reading strategies, attitudes of reading, and reading achievement.



³⁹ Fatma Susar Karmizi (2011) *the relationship between reading strategies and reading attitudes*, education 3-13,39:3, 289-303, DOI: 10.1080/03004270903514320

C. Conceptual Framework

The research concluded to find out correlations among students' reading strategies, attitudes of reading, and their reading achievement. The students' reading strategies and attitudes in reading were measured through questionnaires. Then, the student's achievement in reading was measured by a test. The conceptual framework of this research is illustrated as the following figure:



From the diagram above, in this research, the researcher has given tests and questionnaires to get the data, and then from that data, the researcher has to correlate it, so the researcher has concluded the correlation of three

variables, those were students' reading strategies, attitudes of reading and their reading achievement at the Fourth Semester of the English Department of IAIN Kerinci Academic Year 2020/2021.



CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

The design that used in this research was descriptive correlational. According to Subana and Sudrajat that descriptive research describes and interprets data relating to facts, circumstances, variables, and phenomena that occur during the study and present them as they are.⁴⁰ While, Creswell states that correlational research design, an investigator uses the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores.⁴¹ The purpose of this research was to determine the relationship among three variables and made prediction quantitatively.

B. Population and sample

1. Population

The population of this research was the students in the fourth semester of the English Department of IAIN Kerinci. There was three class of the fourth semester which each of the class consisted of 18, 18 and 15 students. So, the total population in this research comprises 51 students.

⁴⁰ Subana & Sudrajat, *Dasar-Dasar Penelitian Ilmiah*, (Bandung: Pustaka Setia, 2005), P. 89

⁴¹ Creswell W. John, *Educational Research (Planning, Conducting, And Evaluating Quantitative And Qualitative Research 4th Edition)*, University Of Nebraska–Lincoln, P.142

Table 1: population of the fourth semester students

No	Class	Students
1	3 A	18
2	3 B	18
3	3 C	15
Total		51

2. Sample

The sample that was used in this research was the students of the fourth semester. In this research, the researcher used Cluster Random Sampling. The cluster sampling technique is also called the group technique or the clump technique, this technique is done by selecting a sample randomly based on the cluster, not the individual.⁴² The researcher took two classes from the population as samples; it was class B and C. The cluster random sampling technique was chosen by the consideration that students get material based on the same curriculum and there is no division of superior class. So, there were 33 students as the respondents in this research.

C. Instrumentation of the research

1. Test

The test was the instrument used in this research for collecting data, and the researcher collected the result of students' achievement in reading by using a reading comprehension test. The researcher gave 1 point for the correct answer and 0 points for the incorrect answer. The score categorizes of reading test in IAIN Kerinci were in the table below:

⁴² Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: PT. Bumi Aksara, 2013), hal. 57-58

Table 2: The Categorize of the Students Reading Achievement Score

No	Grade	Score	Criteria
1	A	80-100	Excellent
2	B	70-79	Good
3	C	60-69	Fair
4	D	50-59	Poor
5	E	0-19	Very poor

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

The test was adopted from Mohammad Khoirul Manan, 2017 that consists of 20 item tests wick based on the indicators of reading achievement.⁴³ Before giving the real test to the respondents, the researcher due tried out a test on 23rd March 2021 to the class A of the fourth semester that consists of 18 students. The test that was administrated was based on the indicator of reading comprehension. The indicators were:

Table 3: reading comprehension indicators for achievement

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

⁴³ Manan, M., K. *The Correlation Between Students' Motivation In Reading English Textbooks And Their Achievement In Reading Comprehension*. Walisongo State Islamic University, 2017

2. Questionnaire

The questionnaire was used by the researcher to collect the data from the respondent. The question gave in written form and the respondent answered or filled the questions in that form. The questionnaire of reading attitude was adopted from the Rhode Secondary Reading Attitude Assessment which consisted of 40 questions based on its indicators.⁴⁴

Table 4: Reading attitude indicators

Variable	Indicators	Items	Total
Reading Attitude	Cognitive (personal, evaluates beliefs)	12,13,14,23,21,33,36	7 items
	Affective (feelings and emotion)	1,6,7,19,5,8,10,16,15,17,22,24,25,35,37	15 items
	Conative (action readiness and behavioural intentions)	2,3,4,9,11,20,18,26,27,28,29,30,31,32,34,38,39,40	18 items
Total			40 items

Meanwhile, the indicators of reading strategy were adopted by Mokhtari and Sheorey, 2001. The questionnaire was consisted of 30 items of questions and it was based on the indicators.⁴⁵ The indicators weres the following:

⁴⁴ Tullock, R. Regina and Estil, A. J., Journal of Reading, Vol. 23, No. 7 : *A Scale for Assessing Attitudes toward Reading in Secondary Schools*, (wiley on behalf international reading association, 1980), p. 609-614

⁴⁵ Shoerey, M. Journal of Developmental Educational, *Measuring ESL student's Awareness of Reading Strategies*, 2002.

Table 5: Reading strategies indicators

Variable	Indicators	Items	Total
Reading Strategy	Global Reading Strategies (GLOB)	1,3,4,6,8,12,15,17,20,21,23,24,27	13 items
	Problem Solving Strategies (PROB)	7,9,11,14,16,19,25,28	8 items
	Support Strategies (SUP)	2,5,10,13,18,22,26,29,30	9 items
Total			30 items

D. Procedure of Analyzing Data

1. Validity

To obtain the valid data of this research, the researcher use Pearson product-moment formula.⁴⁶

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

r_{xy} = the coefficients of correlation between X and Y

$\sum X$ = the sum of score X item

$\sum Y$ = the score of Y item

N = the total of test respondents

In analyzing the data, the researcher was used **SPSS** (*Statistical Program for Social Science*) 20.0. To identify whether an item was valid or not, it can be done by looking at the value of the significant (significant levels = **5%**) or compare the values r_{xy} with r table

⁴⁶ Subana & Sudrajat, *Op.Cit*, P130

product-moment which $n=18$, so the $r_{\text{tabel}}=0.497$ with the criteria as follow:

If $r_{xy} > r_{\text{tabel}}$: the item is valid

If $r_{xy} < r_{\text{tabel}}$: the item is not valid

Based on the result of trying out test and questionnaire that have done on 23rd March 2021 by using WhatsApp application to class A of the fourth semester, the researcher calculated the validity of variables in this research by comparing the value of r_{xy} with r table. It can be seen in the tables below:

Table 6: Validity of Reading Achievement Test

Items of reading achievement test	Corrected Item-Total Correlation	Criteria
1	.682	Valid
2	.821	Valid
3	.645	Valid
4	.682	Valid
5	.510	Valid
6	.529	Valid
7	.510	Valid
8	.596	Valid
9	.645	Valid
10	.596	Valid
11	.645	Valid
12	.622	Valid
13	.529	Valid
14	.645	Valid
15	.645	Valid
16	.645	Valid
17	.743	Valid
18	.567	Valid
19	.622	Valid

20	.743	Valid
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From the table, it can be seen that all of the items used in the reading achievement test was valid because all of the item were bigger than $r_{\text{tabel}} = 0.497$

Tabel 7: Validity of reading strategy questionnaire

Items of reading strategy questionnaire	Corrected Item-Total Correlation	Criteria
1	.885	Valid
2	.752	Valid
3	.854	Valid
4	.885	Valid
5	.614	Valid
6	.559	Valid
7	.796	Valid
8	.640	Valid
9	.868	Valid
10	.811	Valid
11	.752	Valid
12	.614	Valid
13	.507	Valid
14	.660	Valid
15	.868	Valid
16	.752	Valid
17	.885	Valid
18	.885	Valid
19	.784	Valid
20	.796	Valid
21	.507	Valid
22	.740	Valid
23	.899	Valid
24	.868	Valid
25	.801	Valid
26	.614	Valid
27	.784	Valid

28	.868	Valid
29	.507	Valid
30	.885	Valid

Meanwhile, based on the result of the reading strategy questionnaire, the table above showed that all of the items bigger than 0.497 mean that the items that used in the questionnaire were valid.

Tabel 8: Validity of Reading Attitude Questionnaire

Items of reading attitude questionnaire	Corrected Item-Total Correlation	Criteria
1	.666	Valid
2	.846	Valid
3	.846	Valid
4	.666	Valid
5	.891	Valid
6	.829	Valid
7	.876	Valid
8	.815	Valid
9	.666	Valid
10	.846	Valid
11	.833	Valid
12	.846	Valid
13	.675	Valid
14	.891	Valid
15	.708	Valid
16	.876	Valid
17	.833	Valid
18	.846	Valid
19	.891	Valid
20	.891	Valid
21	.829	Valid
22	.609	Valid
23	.833	Valid
24	.846	Valid
25	.815	Valid
26	.846	Valid
27	.746	Valid

28	.675	Valid
29	.682	Valid
30	.794	Valid
31	.720	Valid
32	.780	Valid
33	.666	Valid
34	.682	Valid
35	.746	Valid
36	.675	Valid
37	.746	Valid
38	.664	Valid
39	.675	Valid
40	.829	Valid

Based on the table above, it showed that the r_{table} was bigger than r_{xy} , so that all of the items in the reading attitude questionnaire were valid because all of the items were bigger than $r_{table} = 0.497$.

Therefore, based on the result of validity, the researcher concluded that 30 items got valid from 30 items test of reading strategy variable, 40 items got valid from 40 items test of reading attitude variable and then 20 items got valid from 20 items test of reading achievement.

2. Reliability

Reliability means that scores from an instrument are all table and coefficient. Scores should be nearly the same when researchers administer the instrument multiple times at different times.⁴⁷ According to Arikunto, a test can be said to have a high level of confidence if the

⁴⁷ Creswell W. John, *Loc.It.*

test can provide consistent results.⁴⁸ To find out the reliability, the researcher used Cronbach's Alpha by using SPSS (*Statistical Program for Social Science*) 20.0.

Table 9: 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
≤0,199	Less reliable

Source: Guilford, 1956, p.145

Based on the result of try out, the value of the reliability of the reading achievement test in this research was **0.937** (see appendix 8 on page 96). It means that based on the table above, the criteria of reliability of the reading achievement test was *Very reliable*. Then, the value of the reliability of the reading strategy test was **0.975** (see appendix 9 on page 97) which that value also on the *very reliable* criteria. Besides, the result of the reading attitude test was **0.984** (see appendix 10 on page 98). It means that based on the value of the reading attitude test, it was on the *very reliable* criteria.

3. Index difficulties of reading achievement test

Reliability means that scores from an instrument are all table and coefficient. Scores should be nearly the same when researchers administer the instrument multiple times at different times.⁴⁹ According to Arikunto, a test can be said to have a high level of confidence if the

⁴⁸ Suharsimi Arikunto, *Op.Cit*, P. 65

⁴⁹ Creswell W. John, *Loc.It*.

test can provide a consistent result.⁵⁰ The reliability of the instrument measured by the formula is as follow:

$$r_{11} = \left(\frac{n}{n-1}\right) \left(\frac{1 - \sum s_i^2}{s_i^2}\right)$$

Note :

r_{11} = Reability of test

n = The total number of items

$\sum s_i^2$ = The sum of items variance

s_i^2 = Variance score of item i

Table 10 : The classification of index difficulties

0,00-0,20	Difficult
0,21-0,70	Average
0,71-1,00	Easy

To know the item is easy or difficult, the researcher is used **SPSS** (*Statistical Program for Social Science*) 20.0. program. From the result of try-out the test, the researcher found that 18 items got *average* level and 2 items got *easy* level with the value was bigger than **0.70**. It means that the items can be used for the real test. (See Appendix 11 on page 99).

4. Discrimination Index of reading achievement test

The Discrimination Index is a measure of the effectiveness of a whole test. To determine the Discrimination Index, the calculation value

⁵⁰ Suharsimi Arikunto, *Op.Cit*,P. 65

that used was r hitung on SPSS which was compared with the following criteria:

Table 11: classification of discrimination index

0,40-1,00	Very good
0,30-0,39	Good
0,20-0,29	Enough
0,00-0,19	Bad

The result of the discrimination index of the reading achievement test was on *a very good* level. All of the items were bigger than **0.40**. It means that the discrimination power index of the reading achievement test was on the *very good* criteria. (See Appendix 12 on page 100).

E. Technique of Data Collection

1. Test

According to Cohen, the test is a method of measuring personability, knowledge, or performance in a given domain.⁵¹ A test can be said to have a high level of confidence if the test can provide consistent results.⁵² To get the data from the students, the researcher will use the test.

The test used for this research is to know the student's achievement in reading comprehension.

The researcher was chosen multiple-choice questions and the test was consists of identifying the topic, predicting and guessing, reading for general understanding, reading for specific information, reading for

⁵¹ Louis Cohen "Research Method In Education" (London And New York: Routledge,2007),P.414

⁵² Suharsimi Arikunto, *Op.Cit*, P. 86

detailed information, and interpreting the text. The total number of test items were 20 items.

2. Questionnaire

A questionnaire is a set of questions or statements that the respondent must answer or complete.⁵³ The researcher used the questionnaire to get the data from students about their reading attitude and reading strategy. The questionnaire consisted of statements with five alternatives of answer. They were: strongly agrees (SA), agrees (A), neutral (N), disagrees (D), or strongly disagrees (SD). The score ranges from 1 to 5 and the researcher use Likert scale⁵⁴.

F. Technique of Analysis Data

The researcher analysed the students reading achievement test by calculating their score of the test that give to them. The researcher analyzed the percentage of the students reading achievement by using formula as follow:

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

P = Student score

F = Number of true answer

N= Number of test item⁵⁵

In the other side, to analyze the reading attitude and reading strategy of questionnaire, the researcher used Likert Scale which consists of strongly

⁵³ Subana And Sudrajat, *Op.Cit*, P. 136

⁵⁴ Sugiyono, *Op.Cit*, P.93.

⁵⁵ Suharsimi Arikunto, prosedur penelitian suatu pendekatan praktek, (jaakarta: rineka cipta, 2006), p.81.

agrees, agree, neutral, disagrees, and strongly disagrees. As the following table⁵⁶:

Table 12: The Likert Scale rating

No	Optional	Score
1	Strongly agrees	5
2	Agrees	4
3	Neutral	3
4	Disagrees	2
5	Strongly disagrees	1

In this research, the researcher used some steps to analyze the correlation data, those were:

1. Steps of Analyze the correlation Data

- a. The researcher will collected the data of the questionnaire after the students fill or answer it.
- b. After that, the researcher determined the score of student's answers to the questionnaire with the provision of a predefined score, changing the qualitative score into the quantitative scores that relate to the Likert Scale rating.
- c. Then, made a table and enter the score into the predefined formula to get the student's scores.

The result of the correlation between X and Y variables was compared with the value (*r_{table}*) whether the value is 5% or 1%. If $r_{xy} > r_{table}$. A positive correlation indicates that the score moves together either increasing or decreasing. A negative correlation indicates that the scores

⁵⁶ Sugiyono, *Loc.It.*

on one variable rise and scores on the other decrease. The ranging of correlation is as follows:⁵⁷

Table.13: Table Criteria of coefficient correlation

Interval Coefficient	Criteria
0.00-0.199	Very Low
0.20-0.399	Low
0.40-0.599	Medium
0.60-0.799	High
0.80-1.000	Very High

From the value of r_{xy} , it can be seen directly in the correlation table to test whether the r value obtained has a correlation level in the criteria above, namely very low, low, medium, high, and very high. The table lists certain significant limits of r . In this research, the significant value used was 5%. If the value of r was significant, the hypothesis can be accepted.

2. Test of hypothesis

a. Correlation person's product moment

To find out the positive correlation among the two variables, the researcher was used the product-moment formula by using SPSS (*Statistical Program for Social Science*) 20.0. Its formula was as follow:

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

⁵⁷ Siregar Sofyan, *Metode Penelitian Kuantitati : Dilengkapi Perbandingan Perhitungan Manual dan SPSS*, (Jakarta: kencana, 2013), p.7

Note:

R_{xy} = the coefficients of correlation between X and Y

N = the total of subject

$\sum Y$ = the score of Y item

$\sum X$ = the sum of score X item⁵⁸

b. Multiple linear regression

Before calculated the multiple linear regression, there was 4 prerequisite that must be completed first. It was normality, linearity, multicollinearity, and heteroscedasticity test.

Then, to find out the significant correlation between reading strategies, reading attitudes, and reading achievement, the researcher used the formula of multiple linear regressions by using SPSS (*Statistical Program for Social Science*) 20.0. The formulas of multiple linear regressions were as follow:

$$\bar{Y} = a + b_1X_1 + b_2X_2$$

$$1) \sum x_1^2 = \sum X_1^2 - \frac{(\sum x_1)^2}{n}$$

$$2) \sum x_2^2 = \sum X_2^2 - \frac{(\sum x_2)^2}{n}$$

$$3) \sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{n}$$

$$4) \sum x_1y = \sum X_1Y - \frac{(\sum x_1)(\sum y)}{n}$$

$$5) \sum x_2y = \sum X_2Y - \frac{(\sum x_2)(\sum y)}{n}$$

⁵⁸ Suharsimi Arikunto, *Op.Cit.*, P.146

$$6) \sum x_1 x_2 = \sum X_1 X_2 - \frac{(\sum x_1)(\sum x_2)}{n}$$

$$7) \bar{Y} = \frac{\sum y}{n}$$

$$8) \bar{X}_1 = \frac{\sum x_1}{n}$$

$$9) \bar{X}_2 = \frac{\sum x_2}{n}$$

Value of regression coefficient the formula as following:

$$1) b_1 = \frac{(\sum x_2^2)(\sum x_1 y) - (\sum x_1 x_2)(\sum x_2 y)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1 x_2)^2}$$

$$2) b_2 = \frac{(\sum x_1^2)(\sum x_2 y) - (\sum x_1 x_2)(\sum x_1 y)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1 x_2)^2}$$

$$3) a = \bar{Y} - b_1 \bar{X}_1 - b_2 \bar{X}_2$$

Note:

a = Constanta

Y = Reading ability

X1 = Self confidence

X2 = Learning motivation

b1, b2 = coefficient regression

Then, to calculate the simultant test (F-test) in analyzing Multiple Linear Regression, so just look at the ANOVA table output. If the value of $F_{hitung} > F_{tabel}$, it means that the hypothesis was accepted. It can be concluded that X1 and X2 variables impacted the Y variable simultaneously. On the other side, if the value of $F_{hitung} < F_{tabel}$, means that X1 and X2 variables did not impact the Y variable simultaneously.

CHAPTER IV

Research Findings and Discussion

A. The Results of Research

1. Analysis of Data

a) Students' Reading Achievement Score

In this research, the students reading achievement was the dependent variable (Y). To know the student scores in reading, the researcher conducted the test on the students. The type of test was a multiple-choice test which consisted of 20 questions.

Before distributing the instruments of the research, the researcher had tried out the questions first on 23rd March 2021 by using the WhatsApp application to 18 students so that the test can be applied to the real test. After that, the researcher researched by distributed test questions to the sample on 22nd April 2021 by using the WhatsApp application to 33 students. It was chosen by the respondents as the easier way because they need a long time to fill the test and questionnaires. From the test, the researcher obtained the score of students' reading comprehension achievement. Those are, 4

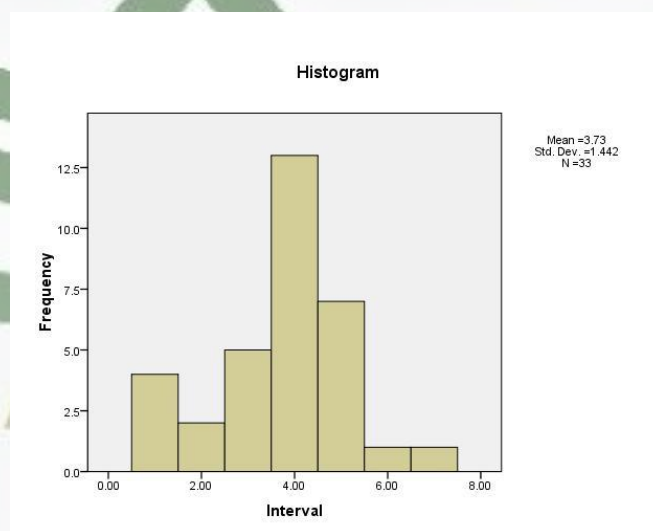
students got to score **60**, 2 students who got score **65**, 5 students who got a score **70**, 13 students who got score **75**, 7 students who got score **80**, 1 student who got score **85** and 1 students get **90**. (See Appendix 13 on page 101)

The distribution frequency of the reading achievement the variable can be seen in the table below:

Table 14 : Descriptive Statistics of Students' Reading Achievement (Y)

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60-64	4	12.1	12.1	12.1
	65-69	2	6.1	6.1	18.2
	70-74	5	15.2	15.2	33.3
	75-79	13	39.4	39.4	72.7
	80-84	7	21.2	21.2	93.9
	85-89	1	3.0	3.0	97.0
	90-94	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Therefore, the distribution frequency of students reading achievement can be seen in the following figure or histogram:



The table and histogram above showed that the most frequency of reading achievement variable was on the interval **75-79** with A total of **13** students (**39.4%**) and at least was on the interval 85-89 with the total 1 student (**3.0%**) and **90-94** with a total of **1** student (**3.0%**). So it can be

concluded that students reading the achievement was in the good category with a total of 13 students who got a score of 75-79 from 33 students.

b) Students' Reading Strategy and Attitude of Reading

In this case, students' reading strategies and attitudes toward reading in learning English were the independent variables (X1, X2). To measure the students' reading strategy and attitude of reading in learning English, the researcher has used a technique by distributing a questionnaire.

1) Questionnaire of Reading Strategy

The students' reading strategy was as the independent variable (X1). To know students' reading strategy scores, the researcher conducted a questionnaire to the students which consisted of 30 items.

The questionnaire was assessed by a Likert Scale rating which has five options, strongly agreed (SA), agrees (A), neutral (N), disagrees (D), or strongly disagrees (SD).

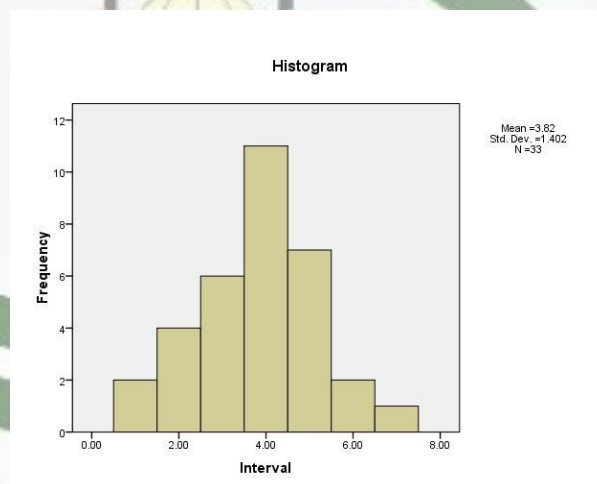
The result of students reading strategy questionnaire score can be seen on Appendix 14 on page 102.

The distribution frequency of reading strategies variable can be seen in the table below:

Table 15 : Descriptive Statistics of Students' Reading Strategy(X1)

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33-51	2	6.1	6.1	6.1
	52-70	4	12.1	12.1	18.2
	71-89	6	18.2	18.2	36.4
	90-108	11	33.3	33.3	69.7
	109-127	7	21.2	21.2	90.9
	128-146	2	6.1	6.1	97.0
	147-165	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

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



The table of histogram above showed that the most frequency of reading strategy variable was on interval **90-108** with A total of **11** students (**33.3%**) and at least was on interval **147-165** with the total 1 students (**3.0%**).

2) Questionnaire of Reading Attitude

The students' reading attitude was the independent variable (X2). To know students' reading attitude scores, the

researcher conducted a questionnaire to the students which consisted of 40 items.

The questionnaire was assessed by a Likert Scale rating which has five options, those are strongly agreed (SA), agrees (A), neutral (N), disagrees (D), or strongly disagrees (SD). The result of the students reading attitude questionnaire can be seen in **Appendix 15 on page 103**.

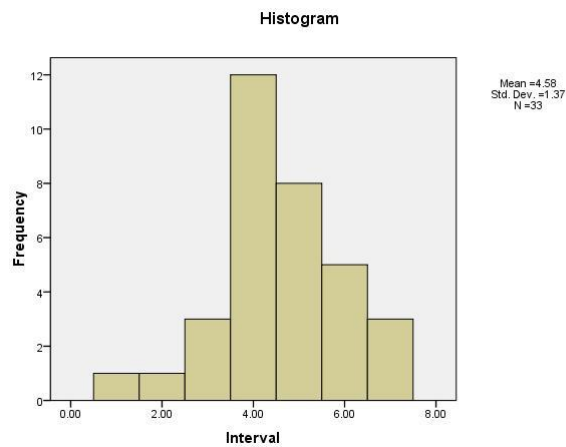
The distribution frequency of the reading attitude variable can be seen in the following table:

Table 16: Descriptive Statistics of Students' Reading Attitude(X2)

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	79-83	1	3.0	3.0	3.0
	84-95	1	3.0	3.0	6.1
	96-108	3	9.1	9.1	15.2
	109-120	12	36.4	36.4	51.5
	121-132	8	24.2	24.2	75.8
	133-144	5	15.2	15.2	90.9
	145-156	3	9.1	9.1	100.0
Total		33	100.0	100.0	

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

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From the table and histogram above, it was shown that the most frequencies of reading attitude were on interval **109-120** with totals **12** students (**36.4%**) and at least was on interval **79-83** with the total **1** student (**3.0%**) and interval **84-95** with the total **1** student (**3.0%**).

Table 17 : Summary of Students' reading strategy (X1), Attitude of Reading (X2) and Reading Achievement (Y)

No	Parameter	X1	X2	Y
1	Minimum	33	79	60
2	Maximum	149	154	90
3	Range (R)	116	75	30
4	Class Multiply (K)	7	7	7
5	Class Interval (I)	19	12	5
6	Mean	3.82	4.58	3.73

From the table above, it can be seen that the Minimum a score of students' reading strategy (X1) was **33** and the Maximum score was **149**, the Range score was **116**, Class Multiply was **7**, Class Interval was **19**, the mean score was **3.73**. While the Minimum score of students' reading attitude (X2) was **79** and the

Maximum score was **154**, the Range score was **75**, Class Multiply was **7**, Class Interval was **12**, and the Mean score was **4.58**. Then the Minimum score of students' reading achievement (Y) was **60** and the Maximum score was **90**, the Range score was **30**, Class Multiply was **7**, Class Interval was **5**, and the Mean score was **3.82**.

2. Test of Hypothesis

1) The Correlation Between Two Variables Students' Strategy Reading and Reading Achievement (X1+Y), Students' Attitude of Reading and Reading Achievement (X2+Y)

In this research, the researcher was used a person's correlation bivariate to analyze the correlation of 2 variables by using SPSS (*Statistical Program for Social Science*) 20.0 for windows. The result of the data can be described as follow:

(a) Hypothesis 1 (Students' Reading Strategies and Reading Achievement (X1+Y))

Before the researcher calculates the correlation among two variables X1+Y. the researcher made two hypotheses of significance: an alternative hypothesis (H1) and a null hypothesis (H0). it can be explained as follow:

H1 :There is a significant correlation among students' reading strategies and their reading achievement variables(X1+Y).

H0 :There is no significant correlation among students' strategy and their reading achievement variables(X1+Y).

From analyzing the data of students' reading strategy and their reading achievement, the researcher find out the correlation between variables X1 and Y was **0.734**. (See **Appendix 17 on page 105**) so it can be concluding that there was a significant correlation between variables X1 and Y. based on the criteria of coefficient correlation, it was at high category. It means that the more effective the students reading strategy use, the better reading achievement that students get. It can be concluded that reading strategies and reading achievement has a significant correlation. So, H1 was accepted and H0 was rejected.

(b) Hypothesis 2 (Students' Attitudes of Reading and Reading Achievement (X2+Y))

Before the researcher calculates the correlation among two variables X2+Y. the researcher made two hypotheses of significance: an alternative hypothesis (H1) and a null hypothesis (H0). It can be explained as follow:

H2 :There is a significant correlation among students' reading attitude and their reading achievement variables (X2+Y).

H₀ :There is no significant correlation among students' attitude and their reading achievement variables (X₂+Y).

From analyzing the data of students' reading attitudes and their reading achievement, the researcher find out the correlation between variables X₂ and Y was **0,281**. (See **Appendix 17 on page 105**) so it can be concluded that there was no significant correlation between variables X₂ and Y. based on the criteria of coefficient correlation, it was in a low category. So, it can be concluded that **H₁ was rejected and H₀ was accepted.**

1) **The Correlation between Three Variables Students' Reading Strategies, Attitudes of Reading and Reading Achievement**

To find out the correlation among students' reading strategies, attitudes of reading, and their reading achievement, the researcher used the Pearson product-moment correlation test in *SPSS 20* for windows. The result showed that correlation the researcher finds out the correlation between variables X₁ and Y was **0.734**. It means that there was a significant correlation between reading strategies and reading achievement. Then the result of correlation among reading attitudes and reading achievement was **0.281**. It means that there was no significant

correlation between reading attitudes and reading achievement. To complete the calculation can be seen in the table below:

		readingstrategy	readingattitude	readingachievement
readingstrategy	Pearson Correlation	1	.091	.734**
	Sig. (2-tailed)		.615	.000
	N	33	33	33
readingattitude	Pearson Correlation	.091	1	.281
	Sig. (2-tailed)	.615		.113
	N	33	33	33
readingachievement	Pearson Correlation	.734**	.281	1
	Sig. (2-tailed)	.000	.113	
	N	33	33	33

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

2) Multiple linear regression analysis

After computing the correlation analysis, then the researcher analyzed the regression analysis. The function of regression analysis is to know how much contribution of students' reading strategies and their attitudes of reading impact their achievement in reading.

In this case, the researcher used Multiple Linear Regression to calculate the correlation of students' reading strategy, reading attitude, and their reading achievement by using SPSS (*Statistical Program for Social Science*) 20.0. Before the researcher calculates between variables X_1+X_2+Y , the researcher made two hypotheses as follow:

H3 : There is a significant correlation between students' reading strategies, attitudes of reading, and their reading achievement (X_1+X_2+Y).

H₀ : There is no significant correlation between students' reading strategies, attitudes of reading, and their reading achievement (X_1+X_2+Y).

Before it the researcher has analyzed the fourth prerequisite of multiple linear regressions with the result:

In the normality test, if the value of significant ≥ 0.05 , it can be said that the data has a normal contribution. In this research, the result of a significant value was **0.926**. (See Appendix 16 on page **104**) It was bigger than 0.05. So the data was a *normal* contribution.

Furthermore, on the linearity test, if the value of significant ≥ 0.05 , it can be said that the data was linear. In this research, the significant value of linearity was **0.913**. (See Appendix 16 on page **104**) it was bigger than 0.05. It means that the data was *linear*.

Meanwhile, in the multicollinearity result, the value of tolerance was **0.992**. (See Appendix 16 on page **104**) was smaller than 0.10. Besides, the value of VIF was 1.008. (See Appendix 16 on page 104) it was smaller than 10.00. So the researcher refers to the decision in the multicollinearity test if the value of tolerance ≤ 0.10 . It means that there was no multicollinearity in the regression model. Then, if the value of VIF ≤ 10.00 , it can be concluded that there was no multicollinearity in the regression model. So, this

research showed that there is *no multicollinearity* on the regression model.

In addition, on the heteroscedasticity glejser test, the researcher wants to detect heteroscedasticity with glejser test. A good regression should not have heteroscedasticity symptoms. As for the basis for making the decision, if the significant value ≥ 0.05 there is no heteroscedasticity in the model of regression. In the result of the heteroscedasticity test, the value of significant of X1 was **0.409** and the significant value of X2 was **0.098**. (See **Appendix 16 on page 104**) it was bigger than 0.05 and it can be concluded that there was *no heteroscedasticity* in the model of regression.

After calculated all of the assumption classic tests, the researcher calculated the data for correlation of Multiple Linear Regression by using SPSS (*Statistical Program for Social Science*) 20.0. and finding the result of regression coefficient correlation.

From the analyzing data of students' reading strategy, reading attitude, and their reading achievement (X1+X2+Y) by using Multiple Linear Regression, the researcher find out that in the model summary, the value of Adjusted R Square was **0.558**. It means that reading strategies and reading attitudes gave a contribution as much as **55.8%** to reading achievement. To complete calculations can be seen in the table below:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765 ^a	.586	.558	4.794

a. Predictors: (Constant), ReadingAttitudeX2, ReadingStrategyX1

Meanwhile, in the coefficient table, the significant level used was 5% ($\alpha < 0.05$). The significant value of reading strategies on reading achievement was **0.000**, it was smaller than 0.05. It means that among reading strategies variable and reading achievement has a significant correlation with the coefficient value was **0.196**. So it can be concluded that H1 was accepted and H0 was rejected. Besides, the significant value of reading attitude towards reading achievement was **0.077**, it was bigger than 0.05. So it can be concluded that the correlation between the attitude of the reading variable and the reading achievement variable was not significant with the coefficient value was 0.096. So it can be concluded that **H2 was rejected and H0 was accepted**. To complete calculation can be seen in the table below:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.418	6.847		6.341	.000
	ReadingStrategyX1	.196	.032	.715	6.054	.000
	ReadingAttitudeX2	.096	.052	.216	1.834	.077

a. Dependent Variable: ReadingAchievementY

In addition, the ANOVA table showed that the value of significant was **0.000**, which was smaller than **0.05**, which means

that the independent variables and dependent variable have a significant correlation with the value of simultaneous was $F_{calculate} = 21.196 > F_{table} = 3.30$ (sig 5%). it means that the correlation between students' reading strategy, reading attitude, and reading achievement were significant simultaneously. It means that the research problem was answered, "There is a significant correlation among students' reading strategies, attitudes of reading and their reading achievement". So, **H3 was accepted and H0 was rejected**. To complete calculation can be seen in the table below:

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	974.202	2	487.101	21.196	.000 ^a
	Residual	689.435	30	22.981		
	Total	1663.636	32			

a. Predictors: (Constant), ReadingAttitudeX2, ReadingStrategyX1
b. Dependent Variable: ReadingAchievementY

B. Discussion

The research was to know whether there were correlations among students' reading strategies (X1), attitudes of reading(X2), and there reading achievement(Y). The research was conducted on 33 respondents where the students' reading strategies and their attitudes of reading was measured by using a questionnaire which consists of 30 statements for reading strategies and 40 statements for attitudes of reading.

Meanwhile, the reading achievement was measure by using a Test that consists of 20 multiple choices. Based on the result of the hypothesis between students' reading strategy (X1) and their reading achievement (Y) the

researcher find out the correlation between variables X1 and Y was 0.196. Based on correlation coefficient criteria, it was in the high correlation category. It means that there was a significant correlation between variables X1 and Y, the value of coefficient influence was. Then, the value of significant was **0.000**, it was smaller than **0.05**. The research problem was answered, “There was a significant correlation among students’ reading strategies and their reading achievement at the fourth semester of English department of IAIN Kerinci”. It means that H1 was accepted and H0 was rejected. This found is support by the research that has been done by Sari (2017) who researched the correlation between reading strategies and reading comprehension achievement. She found out that there was a significant correlation between the reading strategies use and reading comprehension achievement. Karami states that there is a close relationship between strategy use and motivation or the goal of reading.⁵⁹ Besides, Rokhasari states that teachers must help students to acquire the strategies in reading processes because it can improve the overall comprehension of the text.⁶⁰

Meanwhile, the result of the hypothesis between students’ attitudes of reading (X2) and their reading achievement (Y) the researcher find out the correlation between variables X2 and Y was **0.281**. So it means that based on

⁵⁹ Karami, H. *Reading Strategies : What are they*. (University of Tehran, 2008), p.26

⁶⁰ Rokhasari, S. *Journal of academic and applied studies*, 2 (8) & 2(9), 1-21 : *An Investigation Of ReadingStrategies used by Iranian EFL Intermediate Readers*, 2012, p.5. available at www.academians.org

the correlation coefficient criteria attitudes of the reading variable and reading achievement variable was at the low correlation category. The coefficient value of reading attitude on reading achievement was **0.096**. Then, the value of significant was **0.077**, it was bigger than **0.05**. The research problem was answered, “there was no significant correlation among students’ attitudes of reading and their reading achievement at the fourth semester of English department of IAIN Kerinci”. So **H2 was rejected and H0 was accepted**. This found was in contrast to the result of the research that has done by Misbahudin (2011) about a correlation between students’ attitude and achievement in reading. Where he found out that between students’ attitude and achievement in reading was significant. But on the other hand, this found is support by the research conducted by Taylor (2014) from the University of Mississippi investigated research about the attitude toward reading and reading achievement of seventh-grade students in a sustained silent reading program and have a contrast result. It has been done in middle school. The result of her research showed that there was no significant difference in students’ attitudes, reading achievement, or home literacy scores before and after treatment.

After calculated hypothesis 1 and hypothesis 2 the researcher due to hypothesis 3 which measures the correlation between students’ reading strategies (X1), attitudes of reading (X2), and their reading achievement (Y) by using multiple linear regression. The result showed that there was a significant correlation between students’ reading strategy, reading attitude and their reading achievement with the value of significant was **0,000** which was smaller

than **0,05**. the contribution of reading strategies and attitudes of reading was **55.8%** on reading achievement. Meanwhile, based on the result of the stimulant test (F) the researcher got $F_{calculate} = 21.196 > F_{table} = 3.30$. The research problem was answered, “There was no significant correlation among students’ reading strategies, attitudes of reading and their reading achievement at the fourth semester of English department of IAIN Kerinci”. It can be concluded that **H3 was accepted and H0 was rejected**.

In addition, based on the result of this research, the researcher concludes that reading strategies can improve students' comprehension in reading so that it can increase their score in reading. On the other side, reading attitudes also gave contributed to reading achievement even though it is very low. Reading strategies and reading attitudes gave contributed at the same time to reading achievement as much as **55.8%**. While others **45.2%** were influenced by other factors

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KERINCI

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Conclusion Based on the research conducted by the researcher about “Correlations Among Students’ Reading Strategies, Attitudes of Reading and Their Reading Achievement at the Fourth Semester of the English Department Of IAIN Kerinci Academic Year 2020/2021”. It can be concluded that:

1. Based on the result of the hypothesis between students’ reading strategies (X1) and their reading achievement (Y) the researcher find out the correlation between variables X1 and Y was 0.734. The value of coefficient correlation was **0.196**. Then, the value of significant between reading strategies and reading achievement variables was **0.000** which was smaller than **0.05**. It can be concluded that reading strategies and reading achievement have a significant correlation and it was in the high category. So that **H1 was accepted and H0 was rejected**.

2. Based on the result of the hypothesis between students’ attitude of reading (X2) and their reading achievement (Y) the researcher find out the correlation between variables X2 and Y was 0.281 with the value of its coefficient was **0.096**. Then, the value of significant between attitudes of reading and reading achievement variables was **0.077** which was bigger than **0.05**. It can be concluded that reading attitudes and reading

achievement have no significant correlation and it was in a low category. So that **H2 was rejected and H0 was accepted.**

3. The correlation between students' reading strategy (X1), attitude of reading (X2), and their reading achievement (Y). It showed that there was a significant correlation between students' reading strategy, reading attitude and their reading achievement with the value of significant was **0.000** which was smaller than **0.05**. The value of coefficient was **55.8%** and the value of simulant was **21.196**. It can be concluded that **H3 was accepted and H0 was rejected.**

B. Suggestion

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

1. For the students of English Department

Hopefully, the students can choose suitable reading strategies and good attitudes in reading to get a good reading achievement score because, in reading, understanding is needed to be able to know the meaning contained in a reading. In the future, the researcher also hopes that students can learn more about the strategies that must be easier for them in reading.

2. For the English Department of IAIN Kerinci

The result of this result can be useful as a reference for the English Department of IAIN Kerinci especially the theory about the correlation among students' reading strategies, attitudes of reading, and their reading

achievement. The researcher hopes that in the future, lecturers who teach reading can teach good strategies that can be used by the students in reading to improve students' reading skills.

3. For the Next Researchers

Hopefully, the next researcher can be more deeply developed about the variables that are related to reading achievement because of the importance of mastery in reading so that in the next there are many theories about how to improve reading comprehension and increase reading scores. Researchers assume that in this study of course there are many shortcomings due to the limited time and other things



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APPENDIX 1

Instrument of Reading Comprehension Test

The Name :

NIM :

Signature :

Information about test:

1. This reading comprehension test is made to complete a research, as one of the requirements for S1 of English Language Education.
2. The information that is obtained from this test is the basis to analyze how much students' reading comprehension.
3. The answers and your identities are classified in the best possible way.

Filling test instruction:

1. Have prayer before you start the test!
2. This test consists of passages and questions, read each of them carefully!
3. Choose the correct answer of each question by providing cross sign (x)!

Questions 1-10

The word Islam comes from the Arabic word that means "surrender." Therefore, the religion Islam means "submission to Allah". The way to submit to Allah is through worshipping Him, obeying Him, following the rules in the Qur'an, and trying to follow the life of the prophet Muhammad.

People who follow this religion are called Muslims. They believe in only one God, That God is called Allah, which is the Arabic phrase for "the (only) God". Muslims read a holy book called the Qur'an. Muslims also look at

the Sunnah and Hadith as important guides to understand. Muhammad was the last messenger of God who spread Islam in ancient Arabia in the 7th century. Like two other religions today, Judaism and Christianity Islam is thought to be an Abrahamic religion, because the three religions are believed to have been started by Abraham. In all three religions, Abraham is one of God's earliest messengers. Islam is now the second largest religion in the world with about one and a half billion followers. Taken from:

<https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

1. The word Islam which means “surrender” derives from?
 - A. Sanskrit word
 - B. Persian word
 - C. French word
 - D. Greek word
 - E. Arabic word

2. What is the author's main point in the first paragraph?
 - A. The meaning of Holy Qur'an
 - B. The meaning of Islam
 - C. The religion embraced by Arabians.
 - D. The Arabic Word
 - E. Prophet Muhammad

3. Which of the following is NOT mentioned as the way to submit to Allah?
 - A. By following the life of the prophet Muhammad.

- B. By obeying Him
- C. By worshipping Him
- D. By following the rules in the Qur'an
- E. By doing harm to others.

4. The word "rules" in line 3 is closest in meaning to?

- A. Commands
- B. Confessions
- C. Revelations
- D. Understandings
- E. Memories

5. The phrase "this religion" in line 4 refers to?

- A. Holy Qur'an
- B. Islam
- C. Allah SWT The only God.
- D. All are wrong
- E. Submission to Allah SWT.

6. What can be inferred about Allah SWT described in the second paragraph?

- A. He is the Most Compassionate and the Most Merciful
- B. He is All-Seeing and All-Hearing
- C. There is no God but Allah SWT.
- D. Allah S WT is the Creator of universe.
- E. All sent Muhammad to all humankind.

7. According to the passage, besides Holy Qur'an sent by Allah to Prophet Muhammad, Sunnah and Hadith are?

- A. The guides for the Ancient Arabians
- B. The sources of Islam
- C. The heritage of Prophet Muhammad
- D. The sayings of earliest apostles
- E. The miracles from prophet Muhammad

8. Where in the passage does the author mention the faith of Muslims?

- A. A .Lines 1-2
- B. Lines 4 -5
- C. Lines 5-6
- D. Lines 9-10
- E. Line 3

9. According to the passage, the followers of Islam now are?

- A. Less than i billion people
- B. One billion people
- C. More than one billion people
- D. A half billion people
- E. Small numbers of people

10. Which of the following would be most probably discussed in the following passage?

- A. The followers of Islam
- B. The Abrahamic Religion

- C. The Sunnah and Hadits
- D. The ancient Arabia
- E. The recognized religions

Questions 11-16

One day Nasruddin Hoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. “That’s not mine,” said Ali. “Yes, it is,” said Nasruddin Hoja. “While your pot was staying with me, it had a baby.”

Sometime later Nasruddin Hoja asked Ali to lend him a pot again. Ali agreed, hoping that he would once again receive two pots in return. However, days passed and Nasruddin Hoja had still not returned the pot. Finally, Ali lost patience and went to demand his property. “I am sorry,” said Nasruddin Hoja. “I can’t give you back your pot, since it has died.” “Died!” screamed Ali, “how can a pot die?” “Well,” said Nasruddin Hoja, “you believed me when I told you that your pot had had a baby.”

Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

11. Who was the owner of the pot?

- A. Nasruddin Hoja
- B. no body owns it.
- C. the baby
- D. Ali’s neighbor
- E. Ali

12. How many times did Nasruddin Hoja borrow the pot?

- A. once
- B. four times
- C. three times
- D. never
- E. twice

13. How many pots did he give back the first time?

- A. none
- B. one
- C. two
- D. three
- E. four

14. Why was the neighbor happy to lend his pot a second time?

- A. He wanted to sell it.
- B. He was a good neighbor.
- C. He had lots of spare pots.
- D. He needed money
- E. He was greedy.

15. How many pots did Nasruddin Hoja return the second time?

- A. none
- B. three
- C. two
- D. four

E. one

16. What probably happened to the pot?

A. It died.

B. The neighbor took it back.

C. Nasruddin Hoja kept it.

D. The neighbor broke it.

E. Nasruddin sold it

Questions 17-20

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior.

Being a motivated student doesn't mean you are always excited or fully committed to your study, but it does mean you will complete the tasks set for you even when assignments or practical's are difficult, or seem uninteresting.

Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

17. Motivation is understood as ?

A. A.an energy

B. a goal

- C. a person's behavior
- D. personal intention
- E. a desire to achieve a goal

18. The first paragraph discusses which of the following?

- A. The meaning of motivation
- B. The factors of motivation.
- C. A person's behavior
- D. Students' motivation
- E. The requirements of the course.

19. The best title of the passage is?

- A. Achieving a goal
- B. Motivation
- C. An impulse
- D. Intelligence
- E. The Desire

20. The word "it" (It does not mean you will complete the tasks) in line 8 refers to?

- A. the students
- B. the tasks
- C. difficult assignments
- D. uninteresting tasks
- E. being a motivated student

APPENDIX 2

Survey of reading strategies (SORS)

Data Responden

Nama :
 Semester :
 Jenis Kelamin : Laki-laki/Perempuan*
 Umur :
 Coret/hapus yang tidak perlu*

Semua item di bawah ini merujuk pada bacaan Anda tentang materi akademis terkait perguruan tinggi (seperti buku teks/pelajaran, bukan koran ataupun majalah). Setiap pernyataan diikuti oleh lima angka, 1,2,3,4,5. Dimana setiap pernyataan pada kolom dibawah memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).

Setelah membaca setiap pernyataan, periksa kolom yang mengacu pada nomor (1, 2, 3, 4, atau 5) yang sesuai untuk Anda. Tidak ada jawaban benar atau salah untuk semua item dalam survey ini.

Statement	5	4	3	2	1
1. Saya memiliki tujuan dalam pikiran saya ketika saya membaca					
2. Saya membuat catatan saat membaca untuk membantu saya memahami apa yang saya baca					
3. Saya berpikir tentang apa yang saya tahu untuk membantu saya memahami apa yang saya baca					
4. Saya mengambil pandangan keseluruhan					

teks untuk melihat apa yang ada sebelum membacanya					
5. Ketika teks menjadi sulit, saya membacakan dengan keras untuk membantu saya memahami ketika saya membaca					
6. Saya memikirkan apakah isi teks saya abaca cocok dengan bacaan saya					
7. Saya membaca dengan perlahan dan hati-hati untuk memastikan saya memahami apa yang saya baca					
8. Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang dan susunannya					
9. Saya mencoba untuk kembali ke jalur ketika saya kehilangan konsentrasi					
10. Saya menggaris bawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya					
11. Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca					
12. Saat membaca, saya memutuskan apa yang akan dibaca dengan cermat dan apa yang harus diabaikan					
13. Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca					
14. Saat teks menjadi sulit, saya lebih memperhatikan apa yang saya baca					
15. Saya menggunakan tabel, gambar dan					

gambar dalam teks untuk meningkatkan kemampuan membaca saya					
16. Saya berhenti dari waktu dan memikirkan tentang apa yang saya baca					
17. Saya menggunakan petunjuk konteks untuk membantu saya lebih memahami apa yang saya baca					
18. Saya mencoba menggambarkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.					
19. Saya memparafrasekan (menyatakan kembali ide kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.					
20. Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi kunci.					
21. Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.					
22. Saya bolak-balik dalam teks untuk menemukan hubungan di antara ide-ide di dalamnya.					
23. Saya memeriksa pemahaman saya ketika saya menemukan informasi baru.					
24. Saya mencoba menebak isi teks itu ketika saya membaca.					
25. Ketika teks menjadi sulit, saya membacanya ulang untuk meningkatkan pemahaman saya.					

26. Saya bertanya pada diri sendiri pertanyaan yang ingin saya jawab dalam teks.					
27. Saya memeriksa apakah tebakan saya tentang teks tersebut benar atau salah.					
28. Saat saya membaca, saya menebak arti dari kata atau frasa yang tidak diketahui.					
29. Saat saya membaca, saya menerjemahkan dari bahasa Inggris ke bahasa ibu saya.					
30. Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu saya.					



APPENDIX 3

Reading Attitude Questionnaire

Data Responden

Nama :
 Semester :
 Jenis Kelamin : Laki-laki/Perempuan*
 Umur :
*Coret/hapus yang tidak perlu**

Petunjuk pengisian anket :

1. Isilah data responden dibawah ini dengan memberi tanda (\checkmark) pada pernyataan yang menurut anda menggambarkan diri anda dan **kenyataan yang anda alami dengan jujur tanpa dipengaruhi oleh orang lain.** Dimana setiap pernyataan memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).
2. Bila ada pernyataan yang kurang dimengerti, anda dapat menanyakannya pada peneliti.

Statement	5	4	3	2	1
EXAMPLE: <i>I enjoy science/saya suka sains</i>					X
1. Saya merasa punya hal-hal yang lebih baik dilakukan daripada membaca					
2. Saya jarang membeli buku					
3. Saya bersedia memberi tahu orang-orang bahwa saya tidak suka membaca					

4. Dirumah saya memiliki banyak buku dikamar					
5. Saya senang membaca buku kapanpun saya punya waktu luang					
6. Saya menjadi sangat bersemangat dengan buku yang telah saya baca.					
7. Saya suka membaca					
8. Saya suka membaca buku dari penulis terkenal.					
9. Saya tidak pernah meminjam buku dari perpustakaan.					
10. Saya suka diam di rumah dan membaca.					
11. Saya jarang membaca kecuali ketika harus membuat laporan buku.					
12. Saya pikir membaca hanya membuang-buang waktu.					
13. Saya pikir membaca itu membosankan.					
14. Saya pikir orang menjadi aneh ketika mereka membaca.					
15. Saya suka membaca untuk melepaskan diri dari masalah.					
16. Saya mengolok-olok orang yang banyak membaca.					
17. Saya suka berbagi buku dengan teman saya.					
18. Saya lebih suka jika seseorang memberi tahu saya informasi sehingga saya tidak perlu membaca untuk					

mendapatkannya.					
19. Saya tidak suka membaca.					
20. Saya biasanya membaca buku saat pergi ke perpustakaan.					
21. Saya pikir perlu waktu lama untuk membaca buku.					
22. Saya ingin memperluas minat saya melalui membaca.					
23. Saya pikir saya banyak membaca.					
24. Saya ingin meningkatkan kosakata saya dengan membaca sehingga saya dapat menggunakan lebih banyak kata.					
25. Saya suka mendapatkan buku untuk hadiah.					
26. Orang tua saya membelikan saya buku.					
27. Orang tua saya ingin saya membaca.					
28. Saya membaca buku setiap minggu.					
29. Saya membaca buku setiap hari.					
30. Saya memiliki banyak buku di rumah saya.					
31. Saya membaca buku sejarah.					
32. Saya memberi tahu teman saya tentang apa yang saya baca.					
33. Saya pikir saya ingin memiliki buku sendiri.					
34. Saya berimajinasi ketika saya membaca.					

35. Saya suka pergi ke perpustakaan.					
36. Saya pikir saya tidak dapat hidup tanpa buku.					
37. Saya senang jika saya menerima buku sebagai hadiah ulang tahun saya.					
38. Saya membaca buku sepanjang waktu.					
39. Saya membaca buku di rumah.					
40. Saya membaca buku Sains.					



APPENDIX 4

Key Answer of Reading Achievement Test

Number of Item Test	Key Answer
1	E
2	B
3	E
4	A
5	B
6	C
7	C
8	C
9	C
10	B
11	E
12	E
13	C
14	E
15	A
16	A
17	E
18	A
19	B
20	A

APPENDIX 5

Try out tabulation of students' reading achievement test

Respondent	Item																				total score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19
B	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	18
C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
D	0	0	1	0	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	5
E	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	0	1	1	0	14
F	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	18
G	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	3
H	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	18
I	1	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	5
J	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
K	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	15
L	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	1	1	1	0	1	9
M	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	1	0	4
N	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	18
O	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	0	1	1	8
V	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	1	1	0	5
Q	0	1	0	0	0	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	10
R	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20

APPENDIX 6

Try out tabulation of students' reading strategies questionnaire

Respondent	Items																														score 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	4	5	5	4	5	4	5	5	5	4	5	5	3	5	5	5	4	4	4	5	3	5	4	5	5	5	4	5	3	4	134	
B	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	117	
C	2	5	5	2	5	1	3	4	3	5	5	5	3	5	3	5	2	2	3	3	3	3	3	3	5	5	3	3	3	2	104	
D	4	3	4	4	4	3	5	3	4	4	3	4	4	4	4	3	4	4	3	5	4	3	4	4	5	4	3	4	4	4	115	
E	3	3	4	3	2	4	4	3	3	2	3	2	2	4	3	3	3	3	3	4	2	2	3	3	3	2	3	3	2	3	87	
F	3	3	3	3	1	3	3	3	3	2	3	1	3	4	3	3	3	3	3	3	3	3	3	3	3	4	1	3	3	3	3	85
G	4	3	4	4	3	4	5	3	4	4	3	3	3	4	4	3	4	4	3	5	3	4	4	4	4	3	3	4	3	4	110	
H	4	4	5	4	3	5	5	4	5	5	4	3	3	4	5	4	4	4	4	5	3	4	5	5	5	3	4	5	3	4	125	
I	5	5	4	5	4	4	5	3	4	4	5	4	4	4	4	5	5	5	4	5	4	4	5	4	5	4	4	4	4	5	131	
J	3	4	3	3	3	3	4	3	4	4	4	3	3	4	4	4	3	3	4	4	3	3	4	4	3	3	4	4	3	3	104	
K	4	4	5	4	5	5	5	3	3	5	4	5	5	3	3	4	4	4	5	5	5	3	5	3	3	5	5	3	5	4	126	
L	2	2	2	2	3	3	1	3	2	2	2	3	3	2	2	2	2	2	3	1	3	3	2	2	2	3	3	2	3	2	69	
M	1	3	2	1	1	2	3	2	2	2	3	1	2	2	2	3	1	1	2	3	2	2	2	2	1	1	2	2	2	1	56	
N	4	5	5	4	3	3	3	2	4	4	5	3	4	3	4	5	4	4	4	3	4	3	4	4	4	3	4	4	4	4	114	
O	4	5	5	4	5	4	5	5	5	4	5	5	3	5	5	5	4	4	4	5	3	5	4	5	5	5	4	5	3	4	134	
P	3	3	3	3	5	3	4	4	3	4	3	5	3	2	3	3	3	3	3	3	4	3	3	3	2	5	3	3	3	3	98	
Q	2	2	2	2	3	3	1	3	2	2	2	3	3	2	2	2	2	2	3	1	3	3	2	2	2	3	3	2	3	2	69	
R	4	4	5	4	3	5	5	4	5	5	4	3	3	4	5	4	4	4	4	5	3	4	5	5	5	3	4	5	3	4	125	

APPENDIX 7

Try out tabulation of reading attitude questionnaire

Respondent	Item																																								score 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	4	3	3	4	4	4	5	4	4	3	4	3	3	4	2	5	4	3	4	4	4	4	4	3	4	3	4	3	4	4	4	4	5	4	4	4	3	4	3	3	4	149
B	4	2	2	4	2	2	2	3	4	2	2	2	2	2	2	2	2	2	2	2	2	4	2	2	3	2	3	2	2	4	3	4	4	2	3	2	3	2	2	2	100	
C	1	2	2	1	1	1	1	1	1	2	1	2	1	1	1	1	1	2	1	1	1	3	1	2	1	2	2	1	1	1	1	1	1	1	2	1	2	1	1	1	52	
D	5	4	4	5	3	4	3	2	5	4	3	4	3	3	3	3	3	4	3	3	4	4	3	4	2	4	3	3	3	5	3	4	5	3	3	3	3	3	2	3	4	139
E	4	4	4	4	3	3	4	3	4	4	4	4	4	3	3	4	4	4	3	3	3	4	4	4	3	4	3	4	3	4	3	4	4	3	3	4	3	3	4	3	143	
F	2	1	1	2	2	1	3	1	2	1	3	1	2	2	2	3	3	1	2	2	1	4	3	1	1	1	1	2	1	2	3	3	2	1	1	2	1	1	2	1	71	
G	3	3	3	3	3	4	4	3	3	3	3	3	3	3	4	4	3	3	3	3	3	4	4	3	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3	4	125
H	4	2	2	4	3	3	3	3	4	2	3	2	3	3	2	3	3	2	3	3	3	5	3	2	3	2	4	3	2	2	2	2	4	2	4	3	4	2	3	3	115	
I	4	2	2	4	1	1	2	2	4	2	3	2	2	1	2	2	3	2	1	1	1	2	3	2	2	2	2	2	2	2	3	2	4	2	2	2	2	2	3	2	1	86
J	3	3	3	3	2	3	3	4	3	3	3	3	3	4	2	2	3	3	3	2	2	3	4	3	3	4	3	4	2	3	4	2	3	2	3	4	3	2	4	3	119	
K	3	2	2	3	3	4	3	4	3	2	2	2	2	3	2	3	2	2	3	3	4	4	2	2	4	2	2	2	3	3	3	4	3	3	2	2	2	3	2	4	109	
L	5	5	5	5	5	4	5	5	5	5	4	5	3	5	5	5	4	5	5	5	4	5	4	5	5	5	3	3	3	5	4	5	5	3	3	3	3	3	3	3	4	173
M	5	5	5	5	5	4	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	4	5	5	5	5	5	3	4	5	5	5	5	4	5	3	5	3	3	4	185	
N	2	4	4	2	4	3	4	3	2	4	3	4	3	4	4	4	3	4	4	4	3	5	3	4	3	4	3	4	3	3	3	4	2	1	4	3	4	2	3	3	131	
O	4	3	3	4	4	4	5	4	4	3	4	3	3	4	2	5	4	3	4	4	4	4	4	3	4	3	4	3	4	4	4	5	4	4	4	3	4	3	3	4	149	
P	3	3	3	3	2	2	3	3	3	3	3	3	3	2	3	3	3	3	3	2	2	2	4	3	3	3	3	3	2	2	3	3	3	2	3	3	3	3	2	3	2	110
Q	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	2	3	4	3	3	3	3	3	3	3	2	3	3	120
R	2	4	4	2	4	3	4	3	2	4	3	4	3	4	4	4	3	4	4	4	4	3	5	3	4	3	4	3	4	3	3	4	2	1	4	3	4	2	3	3	131	



APPENDIX 8

Validity and reliability of reading achievement test

Reliability Statistics

Cronbach's Alpha	N of Items
.937	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	11.17	39.676	.682	.933
VAR00002	11.06	39.114	.821	.930
VAR00003	11.11	39.987	.645	.933
VAR00004	11.17	39.676	.682	.933
VAR00005	11.11	40.810	.510	.936
VAR00006	11.11	40.693	.529	.936
VAR00007	11.11	40.810	.510	.936
VAR00008	11.44	40.614	.596	.934
VAR00009	11.11	39.987	.645	.933
VAR00010	11.44	40.614	.596	.934
VAR00011	11.11	39.987	.645	.933
VAR00012	11.00	40.471	.622	.934
VAR00013	11.11	40.693	.529	.936
VAR00014	11.11	39.987	.645	.933
VAR00015	11.11	39.987	.645	.933
VAR00016	11.11	39.987	.645	.933
VAR00017	11.11	39.399	.743	.932
VAR00018	11.11	40.458	.567	.935
VAR00019	11.00	40.471	.622	.934
VAR00020	11.11	39.399	.743	.932

K E R I N C I

APPENDIX 9

Validity and reliability of reading attitude questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.984	40

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	119.22	1042.301	.666	.984
VAR00002	119.56	1031.320	.846	.984
VAR00003	119.56	1031.320	.846	.984
VAR00004	119.22	1042.301	.666	.984
VAR00005	119.61	1023.663	.891	.984
VAR00006	119.67	1032.471	.829	.984
VAR00007	119.17	1026.971	.876	.984
VAR00008	119.50	1032.265	.815	.984
VAR00009	119.22	1042.301	.666	.984
VAR00010	119.56	1031.320	.846	.984
VAR00011	119.50	1043.559	.833	.984
VAR00012	119.56	1031.320	.846	.984
VAR00013	119.83	1060.147	.675	.984
VAR00014	119.61	1023.663	.891	.984
VAR00015	119.78	1039.007	.708	.984
VAR00016	119.17	1026.971	.876	.984
VAR00017	119.50	1043.559	.833	.984
VAR00018	119.56	1031.320	.846	.984
VAR00019	119.61	1023.663	.891	.984
VAR00020	119.61	1023.663	.891	.984
VAR00021	119.67	1032.471	.829	.984
VAR00022	118.50	1062.147	.609	.984
VAR00023	119.50	1043.559	.833	.984
VAR00024	119.56	1031.320	.846	.984
VAR00025	119.50	1032.265	.815	.984
VAR00026	119.56	1031.320	.846	.984
VAR00027	119.50	1045.441	.746	.984
VAR00028	119.83	1060.147	.675	.984
VAR00029	120.17	1045.794	.682	.984
VAR00030	119.50	1028.618	.794	.984
VAR00031	119.50	1050.029	.720	.984
VAR00032	119.06	1031.350	.780	.984
VAR00033	119.22	1042.301	.666	.984
VAR00034	120.17	1045.794	.682	.984
VAR00035	119.50	1045.441	.746	.984
VAR00036	119.83	1060.147	.675	.984
VAR00037	119.50	1045.441	.746	.984
VAR00038	120.28	1062.683	.664	.984
VAR00039	119.83	1060.147	.675	.984
VAR00040	119.67	1032.471	.829	.984

APPENDIX 10

Validity and reliability of reading strategy questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.975	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	102.39	528.134	.885	.974
VAR00002	102.00	534.588	.752	.974
VAR00003	101.83	525.441	.854	.974
VAR00004	102.39	528.134	.885	.974
VAR00005	102.28	532.683	.614	.975
VAR00006	102.22	542.771	.559	.975
VAR00007	101.83	521.206	.796	.974
VAR00008	102.33	548.824	.540	.975
VAR00009	102.11	528.575	.868	.974
VAR00010	102.06	527.350	.811	.974
VAR00011	102.00	534.588	.752	.974
VAR00012	102.28	532.683	.614	.975
VAR00013	102.56	553.673	.507	.975
VAR00014	102.11	538.222	.660	.975
VAR00015	102.11	528.575	.868	.974
VAR00016	102.00	534.588	.752	.974
VAR00017	102.39	528.134	.885	.974
VAR00018	102.39	528.134	.885	.974
VAR00019	102.22	544.654	.784	.974
VAR00020	101.83	521.206	.796	.974
VAR00021	102.56	553.673	.507	.975
VAR00022	102.33	541.059	.740	.974
VAR00023	102.06	527.467	.899	.974
VAR00024	102.11	528.575	.868	.974
VAR00025	102.00	521.059	.801	.974
VAR00026	102.28	532.683	.614	.975
VAR00027	102.22	544.654	.784	.974
VAR00028	102.11	528.575	.868	.974
VAR00029	102.56	553.673	.507	.975
VAR00030	102.39	528.134	.885	.974

APPENDIX 11

Difficulty power index of reading achievement test

		Statistics																			
		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020
N	Valid	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		.556	.667	.611	.556	.611	.611	.611	.278	.611	.278	.611	.722	.611	.611	.611	.611	.611	.611	.722	.611

Item Number	B	Difficulty Power Index	Decision
1	10	0,55	Average
2	12	0,66	Average
3	11	.0,61	Average
4	10	0,55	Average
5	11	0,61	Average
6	11	0,61	Average
7	11	0,61	Average
8	5	0,27	Average
9	11	0,61	Average
10	5	0,27	Average
11	11	0,61	Average
12	13	0,72	Easy
13	11	0,61	Average
14	11	0,61	Average
15	11	0,61	Average
16	11	0,61	Average
17	11	0,61	Average
18	11	0,61	Average
19	13	0,72	Easy
20	11	0,61	Average

APPENDIX 12

Discrimination power index of reading achievement test

Item Number	D	Classification
1	0,682	Very Good
2	0,821	Very Good
3	0,645	Very Good
4	0,682	Very Good
5	0,510	Very Good
6	0,529	Very Good
7	0,510	Very Good
8	0,596	Very Good
9	0,645	Very Good
10	0,596	Very Good
11	0,645	Very Good
12	0,622	Very Good
13	0,529	Very Good
14	0,645	Very Good
15	0,645	Very Good
16	0,645	Very Good
17	0,743	Very Good
18	0,567	Very Good
19	0,622	Very Good
20	0.743	Very Good

APPENDIX 13
STUDENTS READING ACHIEVEMENT SCORE

Students (N)	Reading Score (Y)
RH	80
DA	85
FDO	75
NW	75
RA	75
AW	65
FP	60
ARPS	70
RS	80
SD	75
BSR	70
SM	75
MK	70
LMKS	60
DR	60
NY	75
AIG	75
M	65
DAL	75
AAM	80
DE	80
NAC	75
OGR	80
ES	70
AAH	70
W	75
MY	75
S	80
AHP	75
M	75
MPA	75
WAP	60
A	80
Σ=	$\Sigma Y=2830$

APPENDIX 14

Score of Students' Reading Strategy (X1)

Students (N)	Reading Strategy(X1)
RH	116
DA	149
FDO	102
NW	85
RA	91
AW	54
FP	57
ARPS	60
RS	126
SD	99
BSR	81
SM	104
MK	57
LM	49
DR	99
NY	88
AIG	116
M	90
DAL	114
AAM	125
DE	110
NAC	108
OGR	128
ES	89
AAH	101
W	89
MY	91
S	126
AHP	90
M	95
MPA	83
WAP	33
A	129
Σ	$\Sigma X1=3913$

APPENDIX 15

Score of Students' Reading Attitude (X2)

Students (N)	Reading attitude(X2)
MK	101
ME	121
RS	113
NW	150
FP	116
AW	126
RA	134
ARPS	136
SM	154
SD	105
BS	120
FDO	117
MK	101
LM	150
DE	87
NY	124
AIG	118
M	117
DAL	118
AAH	133
DE	120
NAC	120
OGR	111
ES	125
AAH	79
Q	125
MY	119
Silvani	143
AHP	125
M	112
MPA	127
WAP	137
A	121
Σ	$\Sigma X2=5177$

APPENDIX 16
Classical Assumption
NORMALITAS

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		33
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	4.64164144
Most Extreme Differences	Absolute	.161
	Positive	.161
	Negative	-.136
Kolmogorov-Smirnov Z		.926
Asymp. Sig. (2-tailed)		.358

a. Test distribution is Normal.

LINEARITAS

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
ReadingAchievement * ReadingAttitude	Between Groups	(Combined)	971.970	23	42.260	.550	.881
		Linearity	131.816	1	131.816	1.715	.223
		Deviation from Linearity	840.154	22	38.189	.497	.913
	Within Groups		691.667	9	76.852		
	Total		1663.636	32			

MULTIKOLINEARITAS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	43.419	6.847		6.341	.000		
	ReadingStrategyX1	.196	.032	.715	6.054	.000	.992	1.008
	ReadingAttitudeX2	.096	.052	.216	1.834	.077	.992	1.008

a. Dependent Variable: ReadingAchievementY

HETEROSKEDASTISITAS GLEJSER

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.943	4.829		1.645	.110
	ReadingStrategyX1	-.032	.023	-.250	-1.416	.167
	ReadingAttitudeX2	-.015	.037	-.070	-.394	.697

a. Dependent Variable: Abs_RES

APPENDIX 17
KORELASI PRODUCT MOMENT

Correlations

		readingstrategy	readingattitude	readingachievement
readingstrategy	Pearson Correlation	1	.091	.734**
	Sig. (2-tailed)		.615	.000
	N	33	33	33
readingattitude	Pearson Correlation	.091	1	.281
	Sig. (2-tailed)	.615		.113
	N	33	33	33
readingachievement	Pearson Correlation	.734**	.281	1
	Sig. (2-tailed)	.000	.113	
	N	33	33	33

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



APPENDIX 18

Multiple Linear Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	ReadingAttitudeX2, ReadingStrategyX1 ^a		Enter

a. All requested variables entered.

b. Dependent Variable: ReadingAchievementY

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765 ^a	.586	.558	4.794

a. Predictors: (Constant), ReadingAttitudeX2, ReadingStrategyX1

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	974.202	2	487.101	21.196	.000 ^a
	Residual	689.435	30	22.981		
	Total	1663.636	32			

a. Predictors: (Constant), ReadingAttitudeX2, ReadingStrategyX1

b. Dependent Variable: ReadingAchievementY

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.419	6.847		6.341	.000
	ReadingStrategyX1	.196	.032	.715	6.054	.000
	ReadingAttitudeX2	.096	.052	.216	1.834	.077

a. Dependent Variable: ReadingAchievementY

APPENDIX 19

Students' worksheet of Reading Comprehension Test

The Name : DINI AFRIANTI

NIM : 1910203085

Signature : -

Information about test:

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Filling test instruction:

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3. Choose the correct answer of each question by providing cross sign (x)!

Questions 1-10

The word Islam comes from the Arabic word that means "surrender." Therefore, the religion Islam means "submission to Allah". The way to submit to Allah is through worshipping Him, obeying Him, following the rules in the Qur'an, and trying to follow the life of the prophet Muhammad.

People who follow this religion are called Muslims. They believe in only one God, That God is called Allah, which is the Arabic phrase for "the (only) God". Muslims read a holy book called the Qur'an. Muslims also look at the Sunnah and Hadith as important guides to understand. Muhammad was the

last messenger of God who spread Islam in ancient Arabia in the 7th century. Like two other religions today, Judaism and Christianity Islam is thought to be an Abrahamic religion, because the three religions are believed to have been started by Abraham. In all three religions, Abraham is one of God's earliest messengers. Islam is now the second largest religion in the world with about one and a half billion followers. Taken from:

[https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-
uin-sunan-kalijaga-yogyakarta-2010/](https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/)

1. The word Islam which means "surrender" derives from?
 - A. Sanskrit word
 - B. Persian word
 - C. French word
 - D. Greek word
 - E. Arabic word ✓

2. What is the author's main point in the first paragraph?
 - A. The meaning of Holy Qur'an
 - B. The meaning of Islam ✓
 - C. The religion embraced by Arabians.
 - D. The Arabic Word
 - E. Prophet Muhammad

3. Which of the following is NOT mentioned as the way to submit to Allah?
 - A. By following the life of the prophet Muhammad.
 - B. By obeying Him
 - C. By worshipping Him

- D. By following the rules in the Qur'an
- E. By doing harm to others. ✓
4. The word "rules" in line 3 is closest in meaning to?
- A. Commands ✓
- B. Confessions
- C. Revelations
- D. Understandings
- E. Memories
5. The phrase "this religion" in line 4 refers to?
- A. Holy Qur'an
- B. Islam ✓
- C. Allah SWT The only God.
- D. All are wrong
- E. Submission to Allah SWT.
6. What can be inferred about Allah SWT described in the second paragraph?
- A. He is the Most Compassionate and the Most Merciful
- B. He is All-Seeing and All-Hearing
- C. There is no God but Allah SWT.
- D. Allah S WT is the Creator of universe. ✓
- E. All sent Muhammad to all humankind.
7. According to the passage, besides Holy Qur'an sent by Allah to Prophet Muhammad, Sunnah and Hadith are?
- A. The guides for the Ancient Arabians
- B. The sources of Islam

- C. The heritage of Prophet Muhammad ✓
 - D. The sayings of earliest apostles
 - E. The miracles from prophet Muhammad
8. Where in the passage does the author mention the faith of Muslims?

4. A .Lines 1-2

5. Lines 4 -5 ✓

6. Lines 5-6

7. Lines 9-10

8. Line 3

9. According to the passage, the followers of Islam now are?

A. Less than i billion people

B. One billion people

C. More than one billion people ✓

D. A half billion people

E. Small numbers of people

10. Which of the following would be most probably discussed in the following passage?

A. The followers of Islam

B. The Abrahamic Religion ✓

C. The Sunnah and Hadits

D. The ancient Arabia

E. The recognized religions

Questions 11-16

One day Nasruddin Hoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. “That’s not mine,” said Ali. “Yes, it is,” said Nasruddin Hoja. “While your pot was staying with me, it had a baby.”

Sometime later Nasruddin Hoja asked Ali to lend him a pot again. Ali agreed, hoping that he would once again receive two pots in return. However, days passed and Nasruddin Hoja had still not returned the pot. Finally, Ali lost patience and went to demand his property. “I am sorry,” said Nasruddin Hoja. “I can’t give you back your pot, since it has died.” “Died!” screamed Ali, “how can a pot die?” “Well,” said Nasruddin Hoja, “you believed me when I told you that your pot had had a baby.”

Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

11. Who was the owner of the pot?

- A. Nasruddin Hoja
- B. no body owns it.
- C. the baby
- D. Ali’s neighbor
- E. Ali ✓

12. How many times did Nasruddin Hoja borrow the pot?

- A. once
- B. four times
- C. three times
- D. never

E. twice ✓

13. How many pots did he give back the first time?

G. none

H. one

I. two ✓

J. three

K. four

14. Why was the neighbor happy to lend his pot a second time?

A. He wanted to sell it.

B. He was a good neighbor.

C. He had lots of spare pots.

D. He needed money

E. He was greedy. ✓

15. How many pots did Nasruddin Hoja return the second time?

4) none ✓

5) three

6) two

7) four

8) one

16. What probably happened to the pot?

A. It died. ✓

B. The neighbor took it back.

C. Nasruddin Hoja kept it.

- D. The neighbor broke it.
- E. Nasruddin sold it

Questions 17-20

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior.

Being a motivated student doesn't mean you are always excited or fully committed to your study, but it does mean you will complete the tasks set for you even when assignments or practical's are difficult, or seem uninteresting.

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17. Motivation is understood as ?

- A. A. an energy
- B. a goal
- C. a person's behavior
- D. personal intention
- E. a desire to achieve a goal ✓

18. The first paragraph discusses which of the following?

- A. The meaning of motivation ✓

- B. The factors of motivation.
- C. A person's behavior
- D. Students' motivation
- E. The requirements of the course.

19. The best title of the passage is?

- 4. Achieving a goal
- 5. Motivation ✓
- 6. An impulse
- 7. Intelligence
- 8. The Desire

20. The word "it" (It does not mean you will complete the tasks) in line 8 refers to?

- A. the students
- B. the tasks ✓
- C. difficult assignments
- D. uninteresting tasks
- E. being a motivated student



INSTITUT AGAMA ISLAM NEGERI
KERINCI

The Name : Nisya yustika

NIM : 1910203086

Signature : ---

Information about test:

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Questions 1-10

The word Islam comes from the Arabic word that means "surrender." Therefore, the religion Islam means "submission to Allah". The way to submit to Allah is through worshipping Him, obeying Him, following the rules in the Qur'an, and trying to follow the life of the prophet Muhammad.

People who follow this religion are called Muslims. They believe in only one God, That God is called Allah, which is the Arabic phrase for "the (only) God". Muslims read a holy book called the Qur'an. Muslims also look at the Sunnah and Hadith as important guides to understand. Muhammad was the last messenger of God who spread Islam in ancient Arabia in the 7th century. Like two other religions today, Judaism and Christianity Islam is thought to be

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1. The word Islam which means "surrender" derives from?
 - A. Sanskrit word
 - B. Persian word
 - C. French word
 - D. Greek word
 - E. Arabic word ✓
2. What is the author's main point in the first paragraph?
 - A. The meaning of Holy Qur'an
 - B. The meaning of Islam ✓
 - C. The religion embraced by Arabians.
 - D. The Arabic Word
 - E. Prophet Muhammad
3. Which of the following is NOT mentioned as the way to submit to Allah?
 1. By following the life of the prophet Muhammad.
 2. By obeying Him
 3. By worshipping Him
 4. By following the rules in the Qur'an
 5. By doing harm to others ✓

4. The word “rules” in line 3 is closest in meaning to?

- A. Commands ✓
- B. Confessions
- C. Revelations
- D. Understandings
- E. Memories

5. The phrase “this religion” in line 4 refers to?

- A. Holy Qur’an
- B. Islam ✓
- C. Allah SWT The only God.
- D. All are wrong
- E. Submission to Allah SWT.

6. What can be inferred about Allah SWT described in the second paragraph?

- A. He is the Most Compassionate and the Most Merciful
- B. He is All-Seeing and All-Hearing
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Muhammad, Sunnah and Hadith are?

- A. The guides for the Ancient Arabians
- B. The sources of Islam ✓
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- A. Less than i billion people
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- C. More than one billion people
- D. A half billion people ✓
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10. Which of the following would be most probably discussed in the following passage?
- A. The followers of Islam
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- C. The Sunnah and Hadits
- D. The ancient Arabia ✓
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Questions 11-16

One day Nasruddin Hoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. "That's not mine,"

said Ali. “Yes, it is,” said Nasruddin Hoja. “While your pot was staying with me, it had a baby.”

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12. How many times did Nasruddin Hoja borrow the pot?

- 10) once
- 11) four times
- 12) three times
- 13) never
- 14) twice ✓

13. How many pots did he give back the first time?

- A. none
- B. one
- C. two ✓
- D. three
- E. four

14. Why was the neighbor happy to lend his pot a second time?

- A. He wanted to sell it.
- B. He was a good neighbor. ✓
- C. He had lots of spare pots.
- D. He needed money
- E. He was greedy.

15. How many pots did Nasruddin Hoja return the second time?

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- E. a desire to achieve a goal ✓

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- D. Students' motivation

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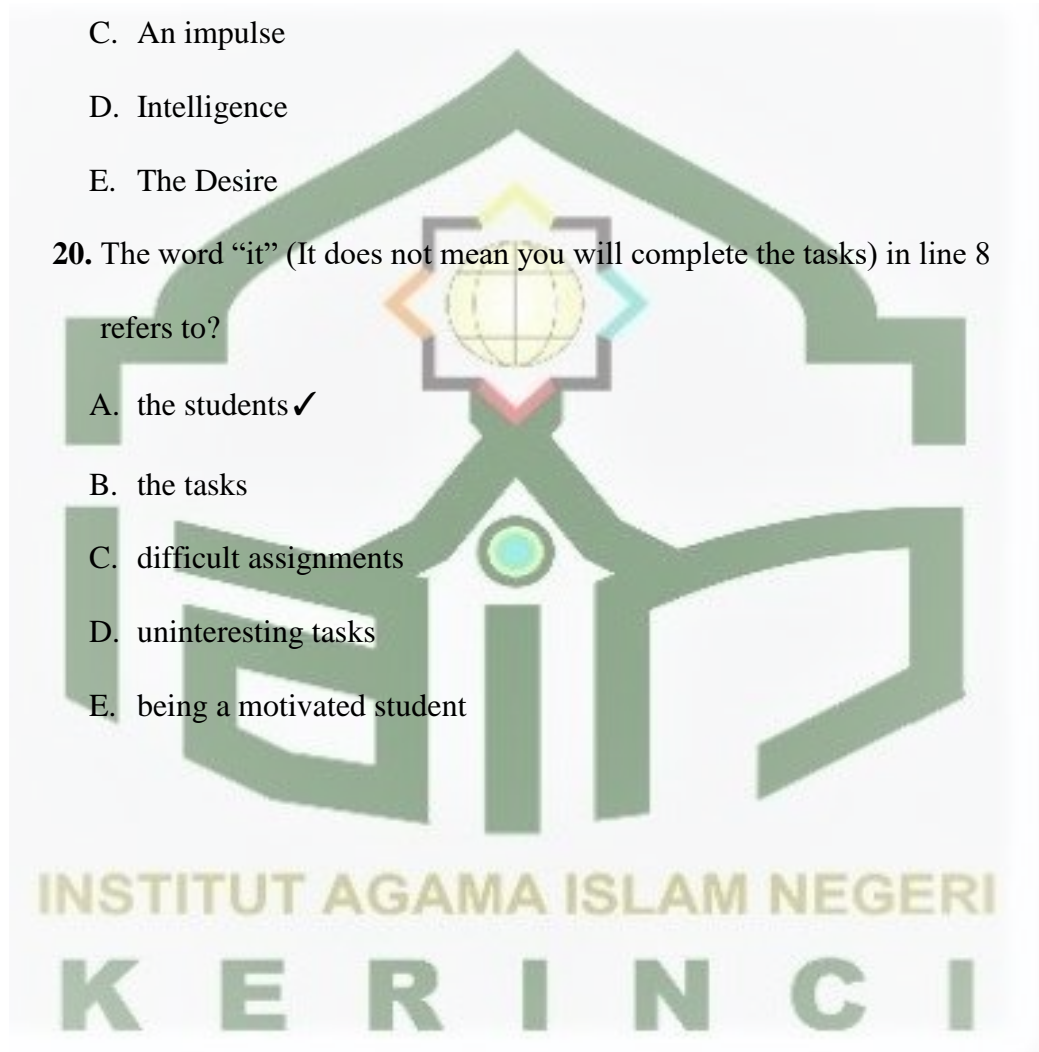
A. the students ✓

B. the tasks

C. difficult assignments

D. uninteresting tasks

E. being a motivated student



The Name : Nosi Elvianti

NIM : 1910203044

Signature :

Information about test:

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D. Understandings

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B. Islam

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6. What can be inferred about Allah SWT described in the second paragraph?

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C. There is no God but Allah SWT.

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Questions 11-16

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- B. no body owns it.
- C. the baby
- D. Ali’s neighbor

E. Ali

12. How many times did Nasruddin Hoja borrow the pot?

- A. once
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- C. three times
- D. never

E. twice

13. How many pots did he give back the first time?

A. none

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C. He had lots of spare pots.

D. He needed money

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C. Nasruddin Hoja kept it.

D. The neighbor broke it.

E. Nasruddin sold it

Questions 17-20

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- B. a goal
- C. a person's behavior
- D. personal intention

E. a desire to achieve a goal

18. The first paragraph discusses which of the following?

- A. The meaning of motivation
- B. The factors of motivation.
- C. A person's behavior
- D. Students' motivation
- E. The requirements of the course.

19. The best title of the passage is?

A. Achieving a goal

B. Motivation

C. An impulse

D. Intelligence

E. The Desire

20. The word “it” (It does not mean you will complete the tasks) in line 8 refers to?

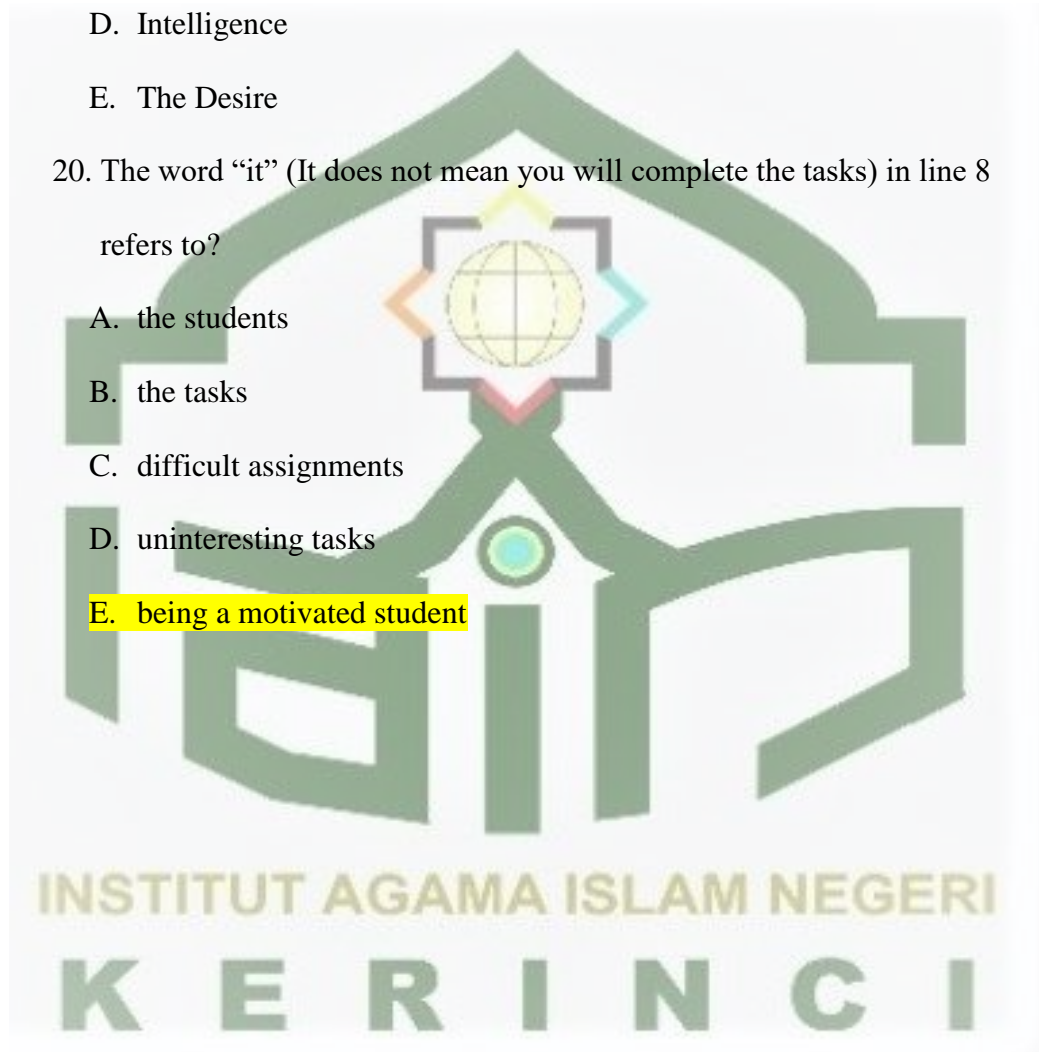
A. the students

B. the tasks

C. difficult assignments

D. uninteresting tasks

E. being a motivated student



The Name : Agus Arya Mukhti

NIM : 1910203082

Signature :

Information about test:

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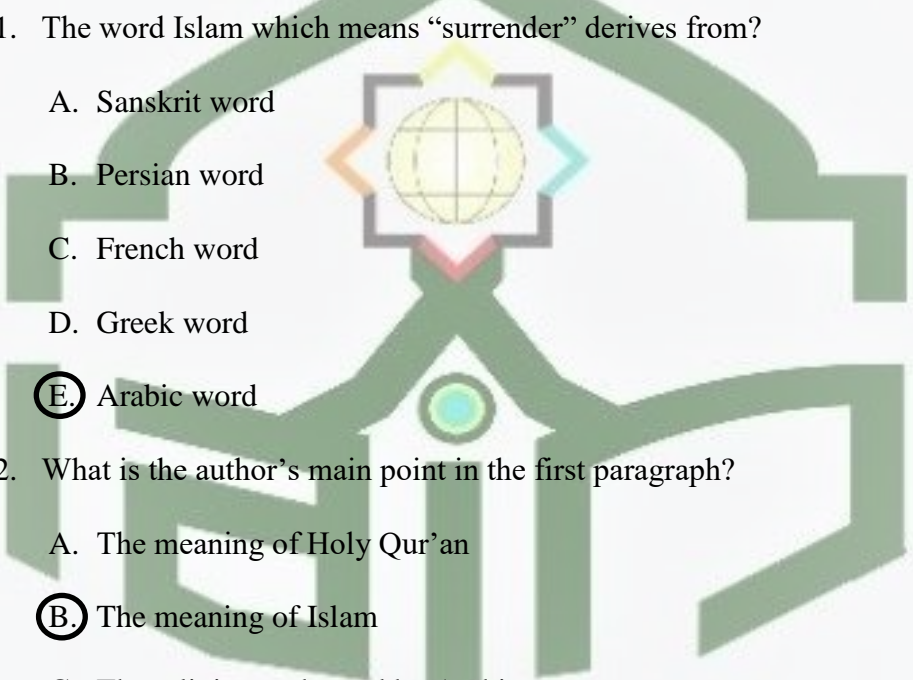
Questions 1-10

The word Islam comes from the Arabic word that means “surrender.” Therefore, the religion Islam means “submission to Allah”. The way to submit to Allah is through worshipping Him, obeying Him, following the rules in the Qur’an, and trying to follow the life of the prophet Muhammad.

People who follow this religion are called Muslims. They believe in only one God, That God is called Allah, which is the Arabic phrase for “the (only) God”. Muslims read a holy book called the Qur’an. Muslims also look at the Sunnah and Hadith as important guides to understand. Muhammad was the last messenger of God who spread Islam in ancient Arabia in the 7th century. Like two other religions today, Judaism and Christianity Islam is thought to be

an Abrahamic religion, because the three religions are believed to have been started by Abraham. In all three religions, Abraham is one of God's earliest messengers. Islam is now the second largest religion in the world with about one and a half billion followers. Taken from:

<https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

- 
1. The word Islam which means “surrender” derives from?
- A. Sanskrit word
 - B. Persian word
 - C. French word
 - D. Greek word
 - E. Arabic word
2. What is the author's main point in the first paragraph?
- A. The meaning of Holy Qur'an
 - B. The meaning of Islam
 - C. The religion embraced by Arabians.
 - D. The Arabic Word
 - E. Prophet Muhammad
3. Which of the following is NOT mentioned as the way to submit to Allah?
- A. By following the life of the prophet Muhammad.
 - B. By obeying Him
 - C. By worshipping Him
 - D. By following the rules in the Qur'an
 - E. By doing harm to others.

4. The word “rules” in line 3 is closest in meaning to?
- A. Commands
 - B. Confessions
 - C. Revelations
 - D. Understandings
 - E. Memories
5. The phrase “this religion” in line 4 refers to?
- A. Holy Qur’an
 - B. Islam
 - C. Allah SWT The only God.
 - D. All are wrong
 - E. Submission to Allah SWT.
6. What can be inferred about Allah SWT described in the second paragraph?
- A. He is the Most Compassionate and the Most Merciful
 - B. He is All-Seeing and All-Hearing
 - C. There is no God but Allah SWT.
 - D. Allah S WT is the Creator of universe.
 - E. All sent Muhammad to all humankinds.
7. According to the passage, besides Holy Qur’an sent by Allah to Prophet Muhammad, Sunnah and Hadith are?
- A. The guides for the Ancient Arabians
 - B. The sources of Islam
 - C. The heritage of Prophet Muhammad
 - D. The sayings of earliest apostles

- E. The miracles from prophet Muhammad
8. Where in the passage does the author mention the faith of Muslims?
- A. Lines 1-2
- B. Lines 4 -5
- C. Lines 5-6
- D. Lines 9-10
- E. Line 3
9. According to the passage, the followers of Islam now are?
- A. Less than i billion people
- B. One billion people
- C. More than one billion people
- D. A half billion people
- E. Small numbers of people
10. Which of the following would be most probably discussed in the following passage?
- A. The followers of Islam
- B. The Abrahamic Religion
- C. The Sunnah and Hadits
- D. The ancient Arabia
- E. The recognized religions

Questions 11-16

One day Nasruddin Hoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. "That's not mine,"

said Ali. “Yes, it is,” said Nasruddin Hoja. “While your pot was staying with me, it had a baby.”

Sometime later Nasruddin Hoja asked Ali to lend him a pot again. Ali agreed, hoping that he would once again receive two pots in return. However, days passed and Nasruddin Hoja had still not returned the pot. Finally, Ali lost patience and went to demand his property. “I am sorry,” said Nasruddin Hoja. “I can’t give you back your pot, since it has died.” “Died!” screamed Ali, “how can a pot die?” “Well,” said Nasruddin Hoja, “you believed me when I told you that your pot had had a baby.”

Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

11. Who was the owner of the pot?

- A. Nasruddin Hoja
- B. no body owns it.
- C. the baby
- D. Ali’s neighbor

E. Ali

12. How many times did Nasruddin Hoja borrow the pot?

- A. once
- B. four times
- C. three times
- D. never

E. twice

13. How many pots did he give back the first time?

- A. none
- B. one
- C. two
- D. three
- E. four

14. Why was the neighbor happy to lend his pot a second time?

- A. He wanted to sell it.
- B. He was a good neighbor.
- C. He had lots of spare pots.
- D. He needed money
- E. He was greedy.

15. How many pots did Nasruddin Hoja return the second time?

- A. none
- B. three
- C. two
- D. four
- E. one

16. What probably happened to the pot?

- A. It died.
- B. The neighbor took it back.
- C. Nasruddin Hoja kept it.
- D. The neighbor broke it.
- E. Nasruddin sold it

Questions 17-20

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior.

Being a motivated student doesn't mean you are always excited or fully committed to your study, but it does mean you will complete the tasks set for you even when assignments or practical's are difficult, or seem uninteresting.

Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

17. Motivation is understood as ?

- A. an energy
- B. a goal
- C. a person's behavior

D. personal intention

E. a desire to achieve a goal

18. The first paragraph discusses which of the following?

- A. The meaning of motivation
- B. The factors of motivation.
- C. A person's behavior
- D. Students' motivation
- E. The requirements of the course.

19. The best title of the passage is?

A. Achieving a goal

B. Motivation

C. An impulse

D. Intelligence

E. The Desire

20. The word “it” (It does not mean you will complete the tasks) in line 8 refers to?

A. the students

B. the tasks

C. difficult assignments

D. uninteresting tasks

E. being a motivated student



APPENDIX 20

Students' Worksheet of Reading Strategy Questionnaire

Survey of reading strategies (SORS)

Data Responden

Nama : Rasyid Hasmiral

Semester : 4

Jenis Kelamin : Laki-laki

Umur : 19

*Coret/hapus yang tidak perlu**

Semua item di bawah ini merujuk pada bacaan Anda tentang materi akademis terkait perguruan tinggi (seperti buku teks/pelajaran, bukan koran ataupun majalah). Setiap pernyataan diikuti oleh lima angka, 1,2,3,4,5. Dimana setiap pernyataan pada kolom dibawah memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).

Setelah membaca setiap pernyataan, periksa kolom yang mengacu pada nomor (1, 2, 3, 4, atau 5) yang sesuai untuk Anda. Tidak ada jawaban benar atau salah untuk semua item dalam survei ini.

Statement	1	2	3	4	5
1. Saya memiliki tujuan dalam pikiran saya ketika saya membaca				X	
2. Saya membuat catatan saat membaca untuk membantu saya memahami apa yang saya baca		X			
3. Saya berpikir tentang apa yang saya tahu untuk membantu saya memahami apa yang saya baca				x	
4. Saya mengambil pandangan keseluruhan				X	

teks untuk melihat apa yang ada sebelum membacanya				
5. Ketika teks menjadi sulit, saya membacakan dengan keras untuk membantu saya memahami ketika saya membaca			X	
6. Saya memikirkan apakah isi teks saya abaca cocok dengan bacaan saya	X			
7. Saya membaca dengan perlahan dan hati-hati untuk memastikan saya memahami apa yang saya baca			X	
8. Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang dan susunannya	X			
9. Saya mencoba untuk kembali ke jalur ketika saya kehilangan konsentrasi			X	
10. Saya menggaris bawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya				X
11. Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca				X
12. Saat membaca, saya memutuskan apa yang akan dibaca dengan cermat dan apa yang harus diabaikan			X	
13. Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca			X	
14. Saat teks menjadi sulit, saya lebih memperhatikan apa yang saya baca			X	
15. Saya menggunakan tabel, gambar dan gambar dalam teks untuk meningkatkan			X	

kemampuan membaca saya					
16. Saya berhenti dari waktu dan memikirkan tentang apa yang saya baca		X			
17. Saya menggunakan petunjuk konteks untuk membantu saya lebih memahami apa yang saya baca				X	
18. Saya mencoba menggambarkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.				X	
19. Saya memparafrasekan (menyatakan kembali ide kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.				X	
20. Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi kunci.				X	
21. Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.				X	
22. Saya bolak-balik dalam teks untuk menemukan hubungan di antara ide-ide di dalamnya.				X	
23. Saya memeriksa pemahaman saya ketika saya menemukan informasi baru.				X	
24. Saya mencoba menebak isi teks itu ketika saya membaca.				X	
25. Ketika teks menjadi sulit, saya membacanya ulang untuk meningkatkan pemahaman saya.					X
26. Saya bertanya pada diri sendiri pertanyaan yang ingin saya jawab dalam				X	

teks.					
27. Saya memeriksa apakah tebakan saya tentang teks tersebut benar atau salah.				X	
28. Saat saya membaca, saya menebak arti dari kata atau frasa yang tidak diketahui.				X	
29. Saat saya membaca, saya menerjemahkan dari bahasa Inggris ke bahasa ibu saya.					x
30. Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu saya.					X

Survey of reading strategies (SORS)

Data Responden

Nama : **Bella Sazkia Rinidfa**

Semester : **1910203046**

Jenis Kelamin : Laki-laki/Perempuan*

Umur :

*Coret/hapus yang tidak perlu**

Semua item di bawah ini merujuk pada bacaan Anda tentang materi akademis terkait perguruan tinggi (seperti buku teks/pelajaran, bukan koran ataupun majalah). Setiap pernyataan diikuti oleh lima angka, 1,2,3,4,5. Dimana setiap pernyataan pada kolom dibawah memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).

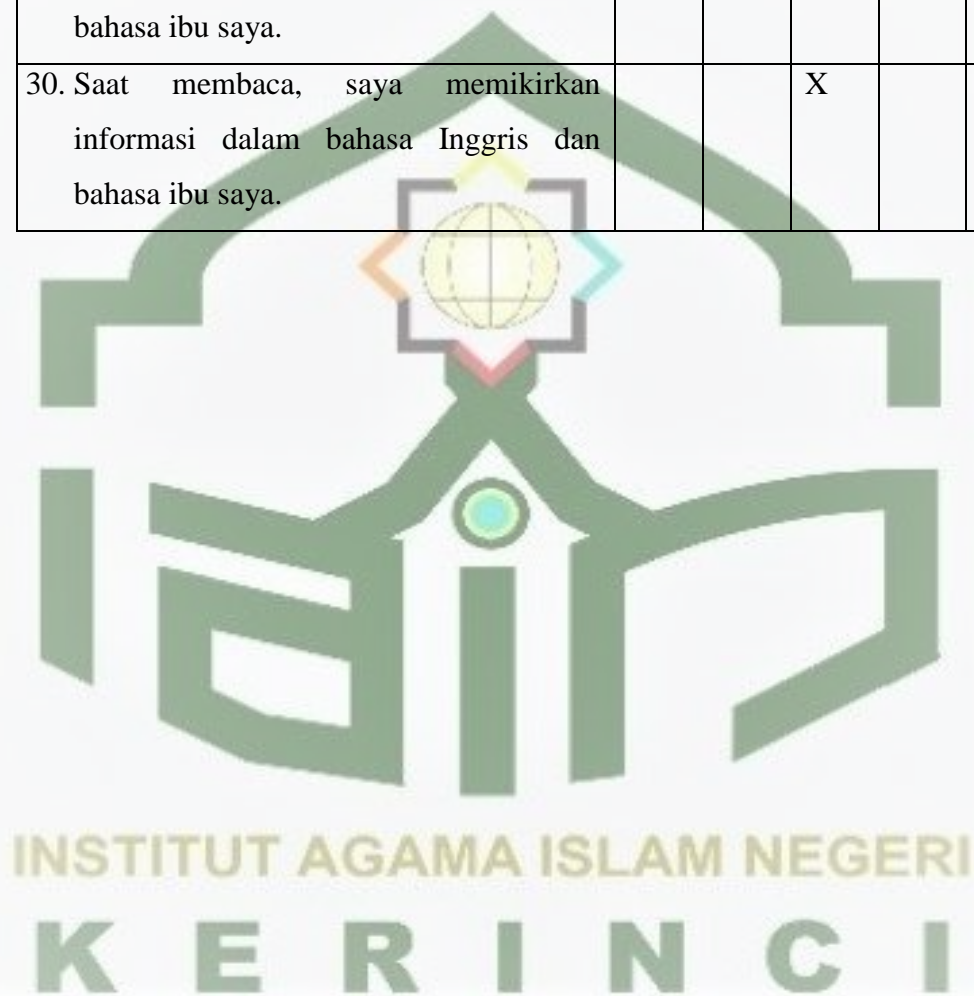
Setelah membaca setiap pernyataan, periksa kolom yang mengacu pada nomor (1, 2, 3, 4, atau 5) yang sesuai untuk Anda. Tidak ada jawaban benar atau salah untuk semua item dalam survei ini.

Statement	1	2	3	4	5
1. Saya memiliki tujuan dalam pikiran saya ketika saya membaca			X		
2. Saya membuat catatan saat membaca untuk membantu saya memahami apa yang saya baca				X	
3. Saya berpikir tentang apa yang saya tahu untuk membantu saya memahami apa yang saya baca	X				
4. Saya mengambil pandangan keseluruhan teks untuk melihat apa yang ada sebelum membacanya		x			

5. Ketika teks menjadi sulit, saya membacakan dengan keras untuk membantu saya memahami ketika saya membaca			X		
6. Saya memikirkan apakah isi teks saya abaca cocok dengan bacaan saya			X		
7. Saya membaca dengan perlahan dan hati-hati untuk memastikan saya memahami apa yang saya baca			X		
8. Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang dan susunannya			X		
9. Saya mencoba untuk kembali ke jalur ketika saya kehilangan konsentrasi			X		
10. Saya menggaris bawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya			X		
11. Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca			X		
12. Saat membaca, saya memutuskan apa yang akan dibaca dengan cermat dan apa yang harus diabaikan			x		
13. Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca	X				
14. Saat teks menjadi sulit, saya lebih memperhatikan apa yang saya baca		X			
15. Saya menggunakan tabel, gambar dan gambar dalam teks untuk meningkatkan kemampuan membaca saya			x		
16. Saya berhenti dari waktu dan		X			

memikirkan tentang apa yang saya baca				
17. Saya menggunakan petunjuk konteks untuk membantu saya lebih memahami apa yang saya baca	X			
18. Saya mencoba menggambarkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.	X			
19. Saya memparafrasekan (menyatakan kembali ide kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.	X			
20. Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi kunci.	X			
21. Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.		X		
22. Saya bolak-balik dalam teks untuk menemukan hubungan di antara ide-ide di dalamnya.		X		
23. Saya memeriksa pemahaman saya ketika saya menemukan informasi baru.		X		
24. Saya mencoba menebak isi teks itu ketika saya membaca.		X		
25. Ketika teks menjadi sulit, saya membacanya ulang untuk meningkatkan pemahaman saya.			x	
26. Saya bertanya pada diri sendiri pertanyaan yang ingin saya jawab dalam teks.			X	

27. Saya memeriksa apakah tebakan saya tentang teks tersebut benar atau salah.			X		
28. Saat saya membaca, saya menebak arti dari kata atau frasa yang tidak diketahui.			X		
29. Saat saya membaca, saya menerjemahkan dari bahasa Inggris ke bahasa ibu saya.			X		
30. Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu saya.			X		



Survey of reading strategies (SORS)

Data Responden

Nama : Nosi Elvianti

Semester :4

Jenis Kelamin :Perempuan*

Umur : 21 Tahun

Semua item di bawah ini merujuk pada bacaan Anda tentang materi akademis terkait perguruan tinggi (seperti buku teks/pelajaran, bukan koran ataupun majalah). Setiap pernyataan diikuti oleh lima angka, 1,2,3,4,5. Dimana setiap pernyataan pada kolom dibawah memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).

Setelah membaca setiap pernyataan, periksa kolom yang mengacu pada nomor (1, 2, 3, 4, atau 5) yang sesuai untuk Anda. Tidak ada jawaban benar atau salah untuk semua item dalam survei ini.

Statement	1	2	3	4	5
1. Saya memiliki tujuan dalam pikiran saya ketika saya membaca			✓		
2. Saya membuat catatan saat membaca untuk membantu saya memahami apa yang saya baca		✓			
3. Saya berpikir tentang apa yang saya tahu untuk membantu saya memahami apa yang saya baca		✓			
4. Saya mengambil pandangan keseluruhan teks untuk melihat apa yang ada sebelum membacanya			✓		
5. Ketika teks menjadi sulit, saya					

membacakan dengan keras untuk membantu saya memahami ketika saya membaca		✓			
6. Saya memikirkan apakah isi teks saya abaca cocok dengan bacaan saya			✓		
7. Saya membaca dengan perlahan dan hati-hati untuk memastikan saya memahami apa yang saya baca		✓			
8. Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang dan susunannya			✓		
9. Saya mencoba untuk kembali ke jalur ketika saya kehilangan konsentrasi			✓		
10. Saya menggaris bawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya		✓			
11. Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca			✓		
12. Saat membaca, saya memutuskan apa yang akan dibaca dengan cermat dan apa yang harus diabaikan				✓	
13. Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca			✓		
14. Saat teks menjadi sulit, saya lebih memperhatikan apa yang saya baca				✓	
15. Saya menggunakan tabel, gambar dan gambar dalam teks untuk meningkatkan kemampuan membaca saya			✓		
16. Saya berhenti dari waktu dan memikirkan tentang apa yang saya baca			✓		
17. Saya menggunakan petunjuk konteks			✓		

✓

untuk membantu saya lebih memahami apa yang saya baca					
18. Saya mencoba menggambarkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.			✓		
19. Saya memparafrasekan (menyatakan kembali ide kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.			✓		
20. Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi kunci.			✓		
21. Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.			✓		
22. Saya bolak-balik dalam teks untuk menemukan hubungan di antara ide-ide di dalamnya.			✓		
23. Saya memeriksa pemahaman saya ketika saya menemukan informasi baru.			✓		
24. Saya mencoba menebak isi teks itu ketika saya membaca.			✓		
25. Ketika teks menjadi sulit, saya membacanya ulang untuk meningkatkan pemahaman saya.		✓			
26. Saya bertanya pada diri sendiri pertanyaan yang ingin saya jawab dalam teks.	✓				
27. Saya memeriksa apakah tebakan saya tentang teks tersebut benar atau salah.			✓		
28. Saat saya membaca, saya menebak arti dari kata atau frasa yang tidak diketahui.			✓		

29. Saat saya membaca, saya menerjemahkan dari bahasa Inggris ke bahasa ibu saya.		✓			
30. Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu saya.		✓			



APPENDIX 21

Students' Worksheet of Reading Attitude Questionnaire

Reading Attitude Questionnaire

Data Responden

Nama : Nisya yustika

Semester :4

Jenis Kelamin : Perempuan

Umur : 19

*Coret/hapus yang tidak perlu**

Petunjuk pengisian anket :

1. Isilah data responden dibawah ini dengan memberi tanda (\checkmark) pada pernyataan yang menurut anda menggambarkan diri anda dan **kenyataan yang anda alami dengan jujur tanpa dipengarui oleh orang lain.** Dimana setiap pernyataan memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).
2. Bila ada pernyataan yang kurang dimengerti, anda dapat menanyakannya pada peneliti.

Statement	5	4	3	2	1
EXAMPLE: <i>I enjoy science/saya suka sains</i>					X
1. Saya merasa punya hal-hal yang lebih baik dilakukan daripada membaca			✓		
2. Saya jarang membeli buku		✓			
3. Saya bersedia memberi tahu orang-orang bahwa saya tidak suka membaca			✓		
4. Dirumah saya memiliki banyak buku dikamar			✓		

5. Saya senang membaca buku kapanpun saya punya waktu luang			✓		
6. Saya menjadi sangat bersemangat dengan buku yang telah saya baca.		✓			
7. Saya suka membaca			✓		
8. Saya suka membaca buku dari penulis terkenal.				✓	
9. Saya tidak pernah meminjam buku dari perpustakaan.			✓		
10. Saya suka diam di rumah dan membaca.			✓		
11. Saya jarang membaca kecuali ketika harus membuat laporan buku.			✓		
12. Saya pikir membaca hanya membuang-buang waktu.				✓	
13. Saya pikir membaca itu membosankan.				✓	
14. Saya pikir orang menjadi aneh ketika mereka membaca.				✓	
15. Saya suka membaca untuk melepaskan diri dari masalah.		✓			
16. Saya mengolok-olok orang yang banyak membaca.					✓
17. Saya suka berbagi buku dengan teman saya.			✓		
18. Saya lebih suka jika seseorang memberi tahu saya informasi sehingga saya tidak perlu membaca untuk mendapatkannya.			✓		
19. Saya tidak suka membaca.			✓		

20. Saya biasanya membaca buku saat pergi ke perpustakaan.		✓			
21. Saya pikir perlu waktu lama untuk membaca buku.				✓	
22. Saya ingin memperluas minat saya melalui membaca.			✓		
23. Saya pikir saya banyak membaca.			✓		
24. Saya ingin meningkatkan kosakata saya dengan membaca sehingga saya dapat menggunakan lebih banyak kata.		✓			
25. Saya suka mendapatkan buku untuk hadiah.			✓		
26. Orang tua saya membelikan saya buku.	✓				
27. Orang tua saya ingin saya membaca.		✓			
28. Saya membaca buku setiap minggu.			✓		
29. Saya membaca buku setiap hari.			✓		
30. Saya memiliki banyak buku di rumah saya.			✓		
31. Saya membaca buku sejarah.			✓		
32. Saya memberi tahu teman saya tentang apa yang saya baca.		✓			
33. Saya pikir saya ingin memiliki buku sendiri.		✓			
34. Saya berimajinasi ketika saya membaca.	✓				
35. Saya suka pergi ke perpustakaan.			✓		
36. Saya pikir saya tidak dapat hidup tanpa buku.				✓	

37. Saya senang jika saya menerima buku sebagai hadiah ulang tahun saya.		✓			
38. Saya membaca buku sepanjang waktu.			✓		
39. Saya membaca buku di rumah.			✓		
40. Saya membaca buku Sains.			✓		



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Reading Attitude Questionnaire

Data Responden

Nama : Agus Arya Mukthi
 Semester : 4
 Jenis Kelamin : Laki-laki/~~Perempuan~~*
 Umur : 19 th
 Coret/hapus yang tidak perlu*

Petunjuk pengisian anket :

1. Isilah data responden dibawah ini dengan memberi tanda (√) pada pernyataan yang menurut anda menggambarkan diri anda dan **kenyataan yang anda alami dengan jujur tanpa dipengarui oleh orang lain.** Dimana setiap pernyataan memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).
2. Bila ada pernyataan yang kurang dimengerti, anda dapat menanyakannya pada peneliti.

Statement	5	4	3	2	1
EXAMPLE: <i>I enjoy science/saya suka sains</i>					X
1. Saya merasa punya hal-hal yang lebih baik dilakukan daripada membaca		✓			
2. Saya jarang membeli buku			✓		
3. Saya bersedia memberi tahu orang-orang bahwa saya tidak suka membaca				✓	
4. Dirumah saya memiliki banyak buku dikamar		✓			
5. Saya senang membaca buku kapanpun saya punya waktu luang		✓			

6. Saya menjadi sangat bersemangat dengan buku yang telah saya baca.		✓			
7. Saya suka membaca	✓				
8. Saya suka membaca buku dari penulis terkenal.		✓			
9. Saya tidak pernah meminjam buku dari perpustakaan.				✓	
10. Saya suka diam di rumah dan membaca.			✓		
11. Saya jarang membaca kecuali ketika harus membuat laporan buku.				✓	
12. Saya pikir membaca hanya membuang-buang waktu.					✓
13. Saya pikir membaca itu membosankan.					✓
14. Saya pikir orang menjadi aneh ketika mereka membaca.			✓		
15. Saya suka membaca untuk melepaskan diri dari masalah.				✓	
16. Saya mengolok-olok orang yang banyak membaca.					✓
17. Saya suka berbagi buku dengan teman saya.		✓			
18. Saya lebih suka jika seseorang memberi tahu saya informasi sehingga saya tidak perlu membaca untuk mendapatkannya.				✓	
19. Saya tidak suka membaca.				✓	
20. Saya biasanya membaca buku saat pergi ke perpustakaan.		✓			

21. Saya pikir perlu waktu lama untuk membaca buku.				✓	
22. Saya ingin memperluas minat saya melalui membaca.		✓			
23. Saya pikir saya banyak membaca.		✓			
24. Saya ingin meningkatkan kosakata saya dengan membaca sehingga saya dapat menggunakan lebih banyak kata.	✓				
25. Saya suka mendapatkan buku untuk hadiah.			✓		
26. Orang tua saya membelikan saya buku.	✓				
27. Orang tua saya ingin saya membaca.		✓			
28. Saya membaca buku setiap minggu.				✓	
29. Saya membaca buku setiap hari.		✓			
30. Saya memiliki banyak buku di rumah saya.		✓			
31. Saya membaca buku sejarah.		✓			
32. Saya memberi tahu teman saya tentang apa yang saya baca.	✓				
33. Saya pikir saya ingin memiliki buku sendiri.	✓				
34. Saya berimajinasi ketika saya membaca.	✓				
35. Saya suka pergi ke perpustakaan.		✓			
36. Saya pikir saya tidak dapat hidup tanpa buku.			✓		
37. Saya senang jika saya menerima buku sebagai hadiah ulang tahun saya.	✓				

38. Saya membaca buku sepanjang waktu.			✓		
39. Saya membaca buku di rumah.			✓		
40. Saya membaca buku Sains.				✓	



Reading Attitude Questionnaire

Data Responden

Nama : Friska Deni Oktrisya

Semester : 4

Jenis Kelamin : Perempuan

Umur : 19 th

*Coret/hapus yang tidak perlu**

Petunjuk pengisian anket :

3. Isilah data responden dibawah ini dengan memberi tanda (√) pada pernyataan yang menurut anda menggambarkan diri anda dan **kenyataan yang anda alami dengan jujur tanpa dipengaruhi oleh orang lain.** Dimana setiap pernyataan memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).
4. Bila ada pernyataan yang kurang dimengerti, anda dapat menanyakannya pada peneliti.

Statement	5	4	3	2	1
EXAMPLE: <i>I enjoy science/saya suka sains</i>					X
1. Saya merasa punya hal-hal yang lebih baik dilakukan daripada membaca			√		
2. Saya jarang membeli buku		√			
3. Saya bersedia memberi tahu orang-orang bahwa saya tidak suka membaca		√			
4. Dirumah saya memiliki banyak buku dikamar			√		
5. Saya senang membaca buku kapanpun			√		

saya punya waktu luang					
6. Saya menjadi sangat bersemangat dengan buku yang telah saya baca.			√		
7. Saya suka membaca				√	
8. Saya suka membaca buku dari penulis terkenal.				√	
9. Saya tidak pernah meminjam buku dari perpustakaan.					√
10. Saya suka diam di rumah dan membaca.				√	
11. Saya jarang membaca kecuali ketika harus membuat laporan buku.		√			
12. Saya pikir membaca hanya membuang-buang waktu.					√
13. Saya pikir membaca itu membosankan.		√			
14. Saya pikir orang menjadi aneh ketika mereka membaca.					√
15. Saya suka membaca untuk melepaskan diri dari masalah.				√	
16. Saya mengolok-olok orang yang banyak membaca.					√
17. Saya suka berbagi buku dengan teman saya.			√		
18. Saya lebih suka jika seseorang memberi tahu saya informasi sehingga saya tidak perlu membaca untuk mendapatkannya.		√			
19. Saya tidak suka membaca.		√			
20. Saya biasanya membaca buku saat pergi ke perpustakaan.		√			

21. Saya pikir perlu waktu lama untuk membaca buku.		√			
22. Saya ingin memperluas minat saya melalui membaca.	√				
23. Saya pikir saya banyak membaca.				√	
24. Saya ingin meningkatkan kosakata saya dengan membaca sehingga saya dapat menggunakan lebih banyak kata.		√			
25. Saya suka mendapatkan buku untuk hadiah.			√		
26. Orang tua saya membelikan saya buku.			√		
27. Orang tua saya ingin saya membaca.			√		
28. Saya membaca buku setiap minggu.				√	
29. Saya membaca buku setiap hari.				√	
30. Saya memiliki banyak buku di rumah saya.			√		
31. Saya membaca buku sejarah.				√	
32. Saya memberi tahu teman saya tentang apa yang saya baca.		√			
33. Saya pikir saya ingin memiliki buku sendiri.		√			
34. Saya berimajinasi ketika saya membaca.		√			
35. Saya suka pergi ke perpustakaan.			√		
36. Saya pikir saya tidak dapat hidup tanpa buku.			√		
37. Saya senang jika saya menerima buku sebagai hadiah ulang tahun saya.			√		

38. Saya membaca buku sepanjang waktu.				√	
39. Saya membaca buku di rumah.			√		
40. Saya membaca buku Sains.				√	



APPENDIX 22

Students' Worksheet of Try Out

Instrument of Reading Comprehension Test

The Name : DERI REFALDI

NIM : 1910203059

Signature :

Information about test:

1. This reading comprehension test is made to complete a research, as one of the requirements for S1 of English Language Education.
2. The information that is obtained from this test is the basis to analyze how much students' reading comprehension.
3. The answers and your identities are classified in the best possible way.

Filling test instruction:

1. Have prayer before you start the test!
2. This test consists of passages and questions, read each of them carefully!
3. Choose the correct answer of each question by providing cross sign (x)!

Questions 1-10

The word Islam comes from the Arabic word that means "surrender." Therefore, the religion Islam means "submission to Allah". The way to submit to Allah is through worshipping Him, obeying Him, following the rules in the Qur'an, and trying to follow the life of the prophet Muhammad.

People who follow this religion are called Muslims. They believe in only one God, That God is called Allah, which is the Arabic phrase for "the (only) God". Muslims read a holy book called the Qur'an. Muslims also look at

the Sunnah and Hadith as important guides to understand. Muhammad was the last messenger of God who spread Islam in ancient Arabia in the 7th century. Like two other religions today, Judaism and Christianity Islam is thought to be an Abrahamic religion, because the three religions are believed to have been started by Abraham. In all three religions, Abraham is one of God's earliest messengers. Islam is now the second largest religion in the world with about one and a half billion followers. Taken from:

<https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

1. The word Islam which means "surrender" derives from?
 - A. Sanskrit word
 - B. Persian word
 - C. French word
 - D. Greek word
 - E. Arabic word**

2. What is the author's main point in the first paragraph?
 - A. The meaning of Holy Qur'an
 - B. The meaning of Islam**
 - C. The religion embraced by Arabians.
 - D. The Arabic Word
 - E. Prophet Muhammad

3. Which of the following is NOT mentioned as the way to submit to Allah?
 - A. By following the life of the prophet Muhammad.
 - B. By obeying Him

- C. By worshipping Him
- D. By following the rules in the Qur'an
- E. By doing harm to others.**

4. The word "rules" in line 3 is closest in meaning to?

A. Commands

- B. Confessions
- C. Revelations
- D. Understandings
- E. Memories

5. The phrase "this religion" in line 4 refers to?

A. Holy Qur'an

B. Islam

- C. Allah SWT The only God.
- D. All are wrong
- E. Submission to Allah SWT.

6. What can be inferred about Allah SWT described in the second paragraph?

A. He is the Most Compassionate and the Most Merciful

B. He is All-Seeing and All-Hearing

C. There is no God but Allah SWT.

D. Allah S WT is the Creator of universe.

E. All sent Muhammad to all humankind.

7. According to the passage, besides Holy Qur'an sent by Allah to Prophet

Muhammad, Sunnah and Hadith are?

A. The guides for the Ancient Arabians

- B. The sources of Islam
- C. The heritage of Prophet Muhammad**
- D. The sayings of earliest apostles
- E. The miracles from prophet Muhammad
8. Where in the passage does the author mention the faith of Muslims?
- A. A .Lines 1-2
- B. Lines 4 -5
- C. Lines 5-6**
- D. Lines 9-10
- E. Line 3
9. According to the passage, the followers of Islam now are?
- A. Less than i billion people
- B. One billion people
- C. More than one billion people**
- D. A half billion people
- E. Small numbers of people
10. Which of the following would be most probably discussed in the following passage?
- A. The followers of Islam
- B. The Abrahamic Religion**
- C. The Sunnah and Hadits
- D. The ancient Arabia
- E. The recognized religions

Questions 11-16

One day Nasruddin Hoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. “That’s not mine,” said Ali. “Yes, it is,” said Nasruddin Hoja. “While your pot was staying with me, it had a baby.”

Sometime later Nasruddin Hoja asked Ali to lend him a pot again. Ali agreed, hoping that he would once again receive two pots in return. However, days passed and Nasruddin Hoja had still not returned the pot. Finally, Ali lost patience and went to demand his property. “I am sorry,” said Nasruddin Hoja. “I can’t give you back your pot, since it has died.” “Died!” screamed Ali, “how can a pot die?” “Well,” said Nasruddin Hoja, “you believed me when I told you that your pot had had a baby.”

Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

11. Who was the owner of the pot?

A. Nasruddin Hoja

B. no body owns it.

C. the baby

D. Ali’s neighbor

E. Ali

12. How many times did Nasruddin Hoja borrow the pot?

A. once

B. four times

C. three times

D. never

E. twice

13. How many pots did he give back the first time?

A. none

B. one

C. two

D. three

E. four

14. Why was the neighbor happy to lend his pot a second time?

A. He wanted to sell it.

B. He was a good neighbor.

C. He had lots of spare pots.

D. He needed money

E. He was greedy.

15. How many pots did Nasruddin Hoja return the second time?

A. none

B. three

C. two

D. four

E. one

16. What probably happened to the pot?

A. It died.

B. The neighbor took it back.

C. Nasruddin Hoja kept it.

- D. The neighbor broke it.
- E. Nasruddin sold it

Questions 17-20

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior.

Being a motivated student doesn't mean you are always excited or fully committed to your study, but it does mean you will complete the tasks set for you even when assignments or practical's are difficult, or seem uninteresting.

Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

17. Motivation is understood as ?

- A. A. an energy
- B. a goal
- C. a person's behavior
- D. personal intention
- E. a desire to achieve a goal

18. The first paragraph discusses which of the following?

- A. The meaning of motivation
- B. The factors of motivation.

- C. A person's behavior
- D. Students' motivation
- E. The requirements of the course.

19. The best title of the passage is?

A. Achieving a goal

B. Motivation

C. An impulse

D. Intelligence

E. The Desire

20. The word "it" (It does not mean you will complete the tasks) in line 8 refers to?

A. the students

B. the tasks

C. difficult assignments

D. uninteresting tasks

E. being a motivated student



INSTITUT AGAMA ISLAM NEGERI
KERINCI

Instrument of Reading Comprehension Test

The Name : Wahyu Alfiandi

NIM : 1910203005

Signature :

Information about test:

1. This reading comprehension test is made to complete a research, as one of the requirements for S1 of English Language Education.
2. The information that is obtained from this test is the basis to analyze how much students' reading comprehension.
3. The answers and your identities are classified in the best possible way.

Filling test instruction:

1. Have prayer before you start the test!
2. This test consists of passages and questions, read each of them carefully!
3. Choose the correct answer of each question by providing cross sign (x)!

Questions 1-10

The word Islam comes from the Arabic word that means “surrender.” Therefore, the religion Islam means “submission to Allah”. The way to submit to Allah is through worshipping Him, obeying Him, following the rules in the Qur’an, and trying to follow the life of the prophet Muhammad.

People who follow this religion are called Muslims. They believe in only one God, That God is called Allah, which is the Arabic phrase for “the (only) God”. Muslims read a holy book called the Qur’an. Muslims also look at the Sunnah and Hadith as important guides to understand. Muhammad was the last messenger of God who spread Islam in ancient Arabia in the 7th century.

Like two other religions today, Judaism and Christianity Islam is thought to be an Abrahamic religion, because the three religions are believed to have been started by Abraham. In all three religions, Abraham is one of God's earliest messengers. Islam is now the second largest religion in the world with about one and a half billion followers. Taken from:

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1. The word Islam which means "surrender" derives from?
 - A. Sanskrit word (✓)
 - B. Persian word
 - C. French word
 - D. Greek word
 - E. Arabic word

2. What is the author's main point in the first paragraph?
 - A. The meaning of Holy Qur'an
 - B. The meaning of Islam
 - C. The religion embraced by Arabians.
 - D. The Arabic Word (✓)
 - E. Prophet Muhammad

3. Which of the following is NOT mentioned as the way to submit to Allah?
 6. By following the life of the prophet Muhammad.
 7. By obeying Him
 8. By worshipping Him
 9. By following the rules in the Qur'an

10. By doing harm to others (✓)
4. The word “rules” in line 3 is closest in meaning to?
- A. Commands
 - B. Confessions
 - C. Revelations
 - D. Understandings (✓)
 - E. Memories
5. The phrase “this religion” in line 4 refers to?
- A. Holy Qur’an
 - B. Islam
 - C. Allah SWT The only God. (✓)
 - D. All are wrong
 - E. Submission to Allah SWT.
6. What can be inferred about Allah SWT described in the second paragraph?
- A. He is the Most Compassionate and the Most Merciful
 - B. He is All-Seeing and All-Hearing
 - C. There is no God but Allah SWT ✓
 - D. Allah S WT is the Creator of universe.
 - E. All sent Muhammad to all humankind.
7. According to the passage, besides Holy Qur’an sent by Allah to Prophet Muhammad, Sunnah and Hadith are?
- A. The guides for the Ancient Arabians
 - B. The sources of Islam(✓)

- C. The heritage of Prophet Muhammad
 - D. The sayings of earliest apostles
 - E. The miracles from prophet Muhammad
8. Where in the passage does the author mention the faith of Muslims?

- A. Lines 1-2
- B. Lines 4 -5(✓)
- C. Lines 5-6
- D. Lines 9-10
- E. Line 3

9. According to the passage, the followers of Islam now are?

- A. Less than i billion people
- B. One billion people
- C. More than one billion people (✓)
- D. A half billion people
- E. Small numbers of people

10. Which of the following would be most probably discussed in the following passage?

- A. The followers of Islam (✓)
- B. The Abrahamic Religion
- C. The Sunnah and Hadits
- D. The ancient Arabia
- E. The recognized religions

Questions 11-16

One day Nasruddin Hoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. “That’s not mine,” said Ali. “Yes, it is,” said Nasruddin Hoja. “While your pot was staying with me, it had a baby.”

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Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

11. Who was the owner of the pot?

A. Nasruddin Hoja

B. no body owns it.

C. the baby

D. Ali’s neighbor(✓)

E. Ali

12. How many times did Nasruddin Hoja borrow the pot?

A. once

B. four times

C. three times

D. never(✓)

E. twice

13. How many pots did he give back the first time?

A. none

B. one

C. two(✓)

D. three

E. four

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A. He wanted to sell it.

B. He was a good neighbor.

C. He had lots of spare pots

D. He needed money

E. He was greedy. (✓)

15. How many pots did Nasruddin Hoja return the second time?

A. none

B. three(✓)

C. two

D. four

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A. It died

B. The neighbor took it back.

C. Nasruddin Hoja kept it. (✓)

- D. The neighbor broke it.
- E. Nasruddin sold it

Questions 17-20

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- C. a person's behavior
- D. personal intention
- E. a desire to achieve a goal

18. The first paragraph discusses which of the following?

- A. The meaning of motivation
- B. The factors of motivation. (✓)

- C. A person's behavior
- D. Students' motivation
- E. The requirements of the course.

19. The best title of the passage is?

A. Achieving a goal

B. Motivation

C. An impulse

D. Intelligence(✓)

E. The Desire

20. The word "it" (It does not mean you will complete the tasks) in line 8 refers to?

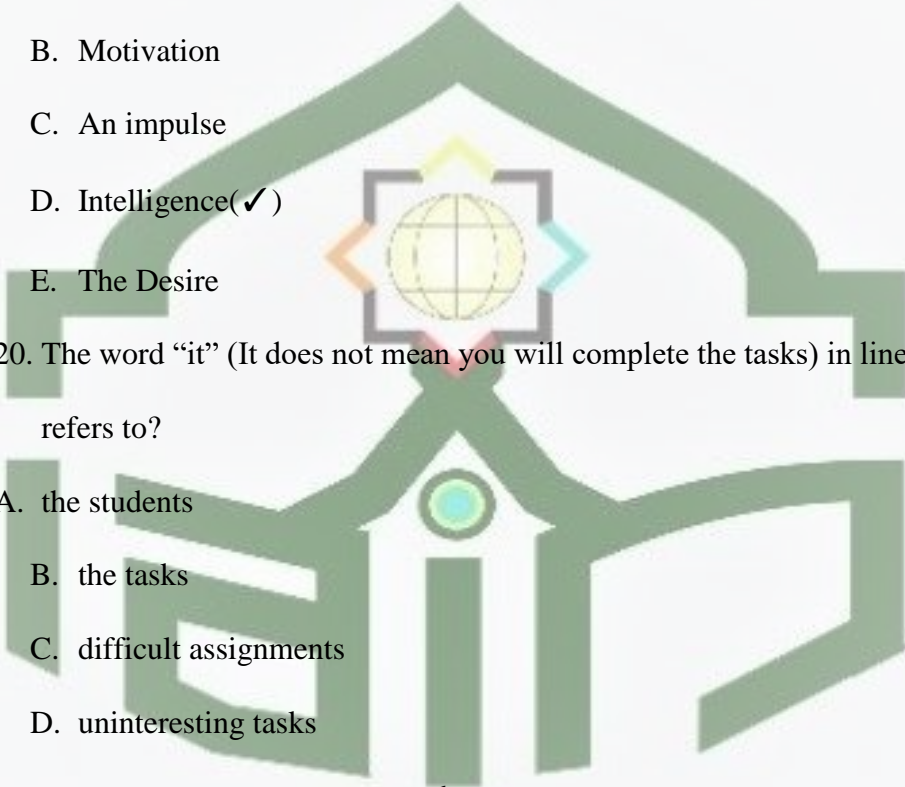
A. the students

B. the tasks

C. difficult assignments

D. uninteresting tasks

E. being a motivated student(✓)



INSTITUT AGAMA ISLAM NEGERI
KERINCI

Instrument of Reading Comprehension Test

The Name : Aldera I . Gazela

NIM : 1910203087

Signature :

Information about test:

4. This reading comprehension test is made to complete a research, as one of the requirements for S1 of English Language Education.
5. The information that is obtained from this test is the basis to analyze how much students' reading comprehension.
6. The answers and your identities are classified in the best possible way.

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4. Have prayer before you start the test!
5. This test consists of passages and questions, read each of them carefully!
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Questions 1-10

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1. The word Islam which means "surrender" derives from?
 - A. Sanskrit word
 - B. Persian word
 - C. French word
 - D. Greek word
 - E. Arabic word(*)
2. What is the author's main point in the first paragraph?
 - A. The meaning of Holy Qur'an
 - B. The meaning of Islam (*)
 - C. The religion embraced by Arabians.
 - D. The Arabic Word
 - E. Prophet Muhammad
3. Which of the following is NOT mentioned as the way to submit to Allah?
 - A. By following the life of the prophet Muhammad.
 - B. By obeying Him
 - C. By worshipping Him
 - D. By following the rules in the Qur'an

- E. By doing harm to others.(*)
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- C. Allah SWT The only God.
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- A. He is the Most Compassionate and the Most Merciful
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- C. There is no God but Allah SWT.(*)
- D. Allah S WT is the Creator of universe.
- E. All sent Muhammad to all humankind.
7. According to the passage, besides Holy Qur’an sent by Allah to Prophet Muhammad, Sunnah and Hadith are?
- A. The guides for the Ancient Arabians
- B. The sources of Islam
- C. The heritage of Prophet Muhammad (*)

- D. The sayings of earliest apostles
 - E. The miracles from prophet Muhammad
8. Where in the passage does the author mention the faith of Muslims?
- A. A .Lines 1-2

- B. Lines 4 -5
 - C. Lines 5-6
 - D. Lines 9-10
 - E. Line 3(*)
9. According to the passage, the followers of Islam now are?
- A. Less than i billion people
 - B. One billion people
 - C. More than one billion people(*)
 - D. A half billion people
 - E. Small numbers of people
10. Which of the following would be most probably discussed in the following passage?
- A. The followers of Islam (*)
 - B. The Abrahamic Religion
 - C. The Sunnah and Hadits
 - D. The ancient Arabia
 - E. The recognized religions

Questions 11-16

One day NasruddinHoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. “That’s not mine,”

said Ali. “Yes, it is,” said NasruddinHoja. “While your pot was staying with me, it had a baby.”

Sometime later NasruddinHoja asked Ali to lend him a pot again. Ali agreed, hoping that he would once again receive two pots in return. However, days passed and NasruddinHoja had still not returned the pot. Finally, Ali lost patience and went to demand his property. “I am sorry,” said NasruddinHoja. “I can’t give you back your pot, since it has died.” “Died!” screamed Ali, “how can a pot die?” “Well,” said NasruddinHoja, “you believed me when I told you that your pot had had a baby.”

Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

11. Who was the owner of the pot?

- A. NasruddinHoja
- B. no body owns it.
- C. the baby
- D. Ali’s neighbor
- E. Ali (*)

12. How many times did NasruddinHoja borrow the pot?

- A. once
- B. four times
- C. three times
- D. never
- E. twice(*)

13. How many pots did he give back the first time?

- A. None
- B. one
- C. two(*)
- D. three
- E. four

14. Why was the neighbor happy to lend his pot a second time?

- A. He wanted to sell it.
- B. He was a good neighbor.
- C. He had lots of spare pots.
- D. He needed money
- E. He was greedy. (*)

15. How many pots did NasruddinHoja return the second time?

- A. None(*)
- B. three
- C. two
- D. four
- E. one

16. What probably happened to the pot?

- A. It died. (*)
- B. The neighbor took it back.
- C. NasruddinHoja kept it.
- D. The neighbor broke it.
- E. Nasruddin sold it

Questions 17-20

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior.

Being a motivated student doesn't mean you are always excited or fully committed to your study, but it does mean you will complete the tasks set for you even when assignments or practical's are difficult, or seem uninteresting.

Taken from <https://jamilkusuka.wordpress.com/2010/04/16/soal-utsbahasa-inggris-uin-sunan-kalijaga-yogyakarta-2010/>

17. Motivation is understood as ?

- A. A. an energy
- B. a goal
- C. a person's behavior
- D. personal intention
- E. a desire to achieve a goal(*)

18. The first paragraph discusses which of the following?

- A. The meaning of motivation(*)
- B. The factors of motivation.
- C. A person's behavior
- D. Students' motivation

E. The requirements of the course.

19. The best title of the passage is?

A. Achieving a goal

B. Motivation(*)

C. An impulse

D. Intelligence

E. The Desire

20. The word “it” (It does not mean you will complete the tasks) in line 8 refers to?

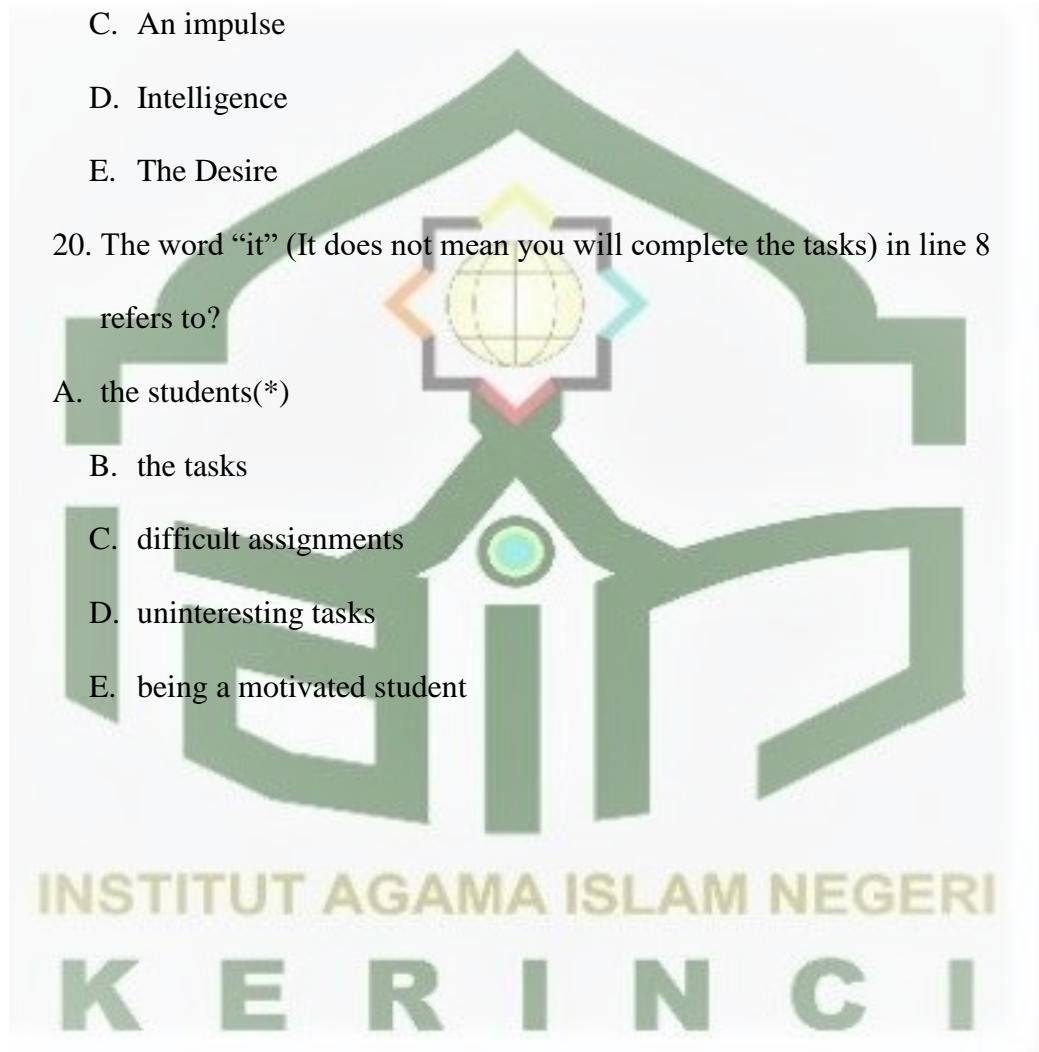
A. the students(*)

B. the tasks

C. difficult assignments

D. uninteresting tasks

E. being a motivated student



Survey of reading strategies (SORS)

Data Responden

Nama : Wahyu Alfiandi

Semester :4

Jenis Kelamin : Laki-laki

Umur : 20

*Coret/hapus yang tidak perlu**

Semua item di bawah ini merujuk pada bacaan Anda tentang materi akademis terkait perguruan tinggi (seperti buku teks/pelajaran, bukan koran ataupun majalah). Setiap pernyataan diikuti oleh lima angka, 1,2,3,4,5. Dimana setiap pernyataan pada kolom dibawah memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).

Setelah membaca setiap pernyataan, periksa kolom yang mengacu pada nomor (1, 2, 3, 4, atau 5) yang sesuai untuk Anda. Tidak ada jawaban benar atau salah untuk semua item dalam survei ini.

Statement	1	2	3	4	5
1. Saya memiliki tujuan dalam pikiran saya ketika saya membaca				✓	
2. Saya membuat catatan saat membaca untuk membantu saya memahami apa yang saya baca			✓		
3. Saya berpikir tentang apa yang saya tahu untuk membantu saya memahami apa yang saya baca				✓	
4. Saya mengambil pandangan keseluruhan teks untuk melihat apa yang ada sebelum membacanya				✓	

5. Ketika teks menjadi sulit, saya membacakan dengan keras untuk membantu saya memahami ketika saya membaca			✓	
6. Saya memikirkan apakah isi teks saya abaca cocok dengan bacaan saya		✓		
7. Saya membaca dengan perlahan dan hati-hati untuk memastikan saya memahami apa yang saya baca				✓
8. Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang dan susunannya		✓		
9. Saya mencoba untuk kembali ke jalur ketika saya kehilangan konsentrasi			✓	
10. Saya menggaris bawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya			✓	
11. Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca		✓		
12. Saat membaca, saya memutuskan apa yang akan dibaca dengan cermat dan apa yang harus diabaikan			✓	
13. Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca			✓	
14. Saat teks menjadi sulit, saya lebih memperhatikan apa yang saya baca			✓	
15. Saya menggunakan tabel, gambar dan gambar dalam teks untuk meningkatkan kemampuan membaca saya			✓	

16. Saya berhenti dari waktu dan memikirkan tentang apa yang saya baca			✓		
17. Saya menggunakan petunjuk konteks untuk membantu saya lebih memahami apa yang saya baca				✓	
18. Saya mencoba menggambarkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.				✓	
19. Saya memparafrasekan (menyatakan kembali ide kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.			✓		
20. Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi kunci.					✓
21. Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.				✓	
22. Saya bolak-balik dalam teks untuk menemukan hubungan di antara ide-ide di dalamnya.				✓	
23. Saya memeriksa pemahaman saya ketika saya menemukan informasi baru.					✓
24. Saya mencoba menebak isi teks itu ketika saya membaca.				✓	
25. Ketika teks menjadi sulit, saya membacanya ulang untuk meningkatkan pemahaman saya.			✓		
26. Saya bertanya pada diri sendiri pertanyaan yang ingin saya jawab dalam teks.				✓	

27. Saya memeriksa apakah tebakan saya tentang teks tersebut benar atau salah.			✓		
28. Saat saya membaca, saya menebak arti dari kata atau frasa yang tidak diketahui.				✓	
29. Saat saya membaca, saya menerjemahkan dari bahasa Inggris ke bahasa ibu saya.				✓	
30. Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu saya.				✓	



Survey of reading strategies (SORS)

Data Responden

Nama : **DERI REFALDI**

Semester : **1910203059**

Jenis Kelamin : Laki-laki/Perempuan*

Umur :

*Coret/hapus yang tidak perlu**

Semua item di bawah ini merujuk pada bacaan Anda tentang materi akademis terkait perguruan tinggi (seperti buku teks/pelajaran, bukan koran ataupun majalah). Setiap pernyataan diikuti oleh lima angka, 1,2,3,4,5. Dimana setiap pernyataan pada kolom dibawah memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).

Setelah membaca setiap pernyataan, periksa kolom yang mengacu pada nomor (1, 2, 3, 4, atau 5) yang sesuai untuk Anda. Tidak ada jawaban benar atau salah untuk semua item dalam survei ini.

Statement	1	2	3	4	5
1. Saya memiliki tujuan dalam pikiran saya ketika saya membaca			√		
2. Saya membuat catatan saat membaca untuk membantu saya memahami apa yang saya baca			√		
3. Saya berpikir tentang apa yang saya tahu untuk membantu saya memahami apa yang saya baca			√		

4. Saya mengambil pandangan keseluruhan teks untuk melihat apa yang ada sebelum membacanya			√		
5. Ketika teks menjadi sulit, saya membacakan dengan keras untuk membantu saya memahami ketika saya membaca	√				
6. Saya memikirkan apakah isi teks saya abaca cocok dengan bacaan saya			√		
7. Saya membaca dengan perlahan dan hati-hati untuk memastikan saya memahami apa yang saya baca			√		
8. Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang dan susunannya			√		
9. Saya mencoba untuk kembali ke jalur ketika saya kehilangan konsentrasi			√		
10. Saya menggaris bawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya		√			
11. Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca			√		
12. Saat membaca, saya memutuskan apa yang akan dibaca dengan cermat dan apa yang harus diabaikan		√			
13. Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca			√		
14. Saat teks menjadi sulit, saya lebih memperhatikan apa yang saya baca				√	
15. Saya menggunakan tabel, gambar dan			√		

gambar dalam teks untuk meningkatkan kemampuan membaca saya					
16. Saya berhenti dari waktu dan memikirkan tentang apa yang saya baca			√		
17. Saya menggunakan petunjuk konteks untuk membantu saya lebih memahami apa yang saya baca			√		
18. Saya mencoba menggambarkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.			√		
19. Saya memparafrasekan (menyatakan kembali ide kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.			√		
20. Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi kunci.			√		
21. Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.			√		
22. Saya bolak-balik dalam teks untuk menemukan hubungan di antara ide-ide di dalamnya.			√		
23. Saya memeriksa pemahaman saya ketika saya menemukan informasi baru.			√		
24. Saya mencoba menebak isi teks itu ketika saya membaca.			√		
25. Ketika teks menjadi sulit, saya membacanya ulang untuk meningkatkan pemahaman saya.				√	
26. Saya bertanya pada diri sendiri	√				

pertanyaan yang ingin saya jawab dalam teks.					
27. Saya memeriksa apakah tebakan saya tentang teks tersebut benar atau salah.			√		
28. Saat saya membaca, saya menebak arti dari kata atau frasa yang tidak diketahui.			√		
29. Saat saya membaca, saya menerjemahkan dari bahasa Inggris ke bahasa ibu saya.			√		
30. Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu saya.			√		

Survey of reading strategies (SORS)

Data Responden

Nama : Agus Arya Mukhti

Semester : 4

Jenis Kelamin : laki laki/~~Perempuan~~

Umur : 19 th

*Coret/hapus yang tidak perlu**

Semua item di bawah ini merujuk pada bacaan Anda tentang materi akademis terkait perguruan tinggi (seperti buku teks/pelajaran, bukan koran ataupun majalah). Setiap pernyataan diikuti oleh lima angka, 1,2,3,4,5. Dimana setiap pernyataan pada kolom dibawah memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).

Setelah membaca setiap pernyataan, periksa kolom yang mengacu pada nomor (1, 2, 3, 4, atau 5) yang sesuai untuk Anda. Tidak ada jawaban benar atau salah untuk semua item dalam survei ini.

Statement	1	2	3	4	5
1. Saya memiliki tujuan dalam pikiran saya ketika saya membaca				✓	
2. Saya membuat catatan saat membaca untuk membantu saya memahami apa yang saya baca					✓
3. Saya berpikir tentang apa yang saya tahu untuk membantu saya memahami apa yang saya baca					✓
4. Saya mengambil pandangan keseluruhan teks untuk melihat apa yang ada sebelum membacanya				✓	

5. Ketika teks menjadi sulit, saya membacakan dengan keras untuk membantu saya memahami ketika saya membaca				✓
6. Saya memikirkan apakah isi teks saya baca cocok dengan bacaan saya			✓	
7. Saya membaca dengan perlahan dan hati-hati untuk memastikan saya memahami apa yang saya baca				✓
8. Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang dan susunannya				✓
9. Saya mencoba untuk kembali ke jalur ketika saya kehilangan konsentrasi				✓
10. Saya menggaris bawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya			✓	
11. Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca				✓
12. Saat membaca, saya memutuskan apa yang akan dibaca dengan cermat dan apa yang harus diabaikan				✓
13. Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca		✓		
14. Saat teks menjadi sulit, saya lebih memperhatikan apa yang saya baca				✓
15. Saya menggunakan tabel, gambar dan				✓

gambar dalam teks untuk meningkatkan kemampuan membaca saya					
16. Saya berhenti dari waktu dan memikirkan tentang apa yang saya baca					✓
17. Saya menggunakan petunjuk konteks untuk membantu saya lebih memahami apa yang saya baca				✓	
18. Saya mencoba menggambarkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.				✓	
19. Saya memparafrasekan (menyatakan kembali ide kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.				✓	
20. Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi kunci.					✓
21. Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.			✓		
22. Saya bolak-balik dalam teks untuk menemukan hubungan di antara ide-ide di dalamnya.					✓
23. Saya memeriksa pemahaman saya ketika saya menemukan informasi baru.				✓	
24. Saya mencoba menebak isi teks itu ketika saya membaca.					✓

25. Ketika teks menjadi sulit, saya membacanya ulang untuk meningkatkan pemahaman saya.					✓
26. Saya bertanya pada diri sendiri pertanyaan yang ingin saya jawab dalam teks.					✓
27. Saya memeriksa apakah tebakan saya tentang teks tersebut benar atau salah.				✓	
28. Saat saya membaca, saya menebak arti dari kata atau frasa yang tidak diketahui.					✓
29. Saat saya membaca, saya menerjemahkan dari bahasa Inggris ke bahasa ibu saya.			✓		
30. Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu saya.				✓	

Survey of reading strategies (SORS)

Data Responden

Nama : Aldera L. Gazela

Semester : 4

Jenis Kelamin : Perempuan

Umur : 20 tahun

*Coret/hapus yang tidak perlu**

Semua item di bawah ini merujuk pada bacaan Anda tentang materi akademis terkait perguruan tinggi (seperti buku teks/pelajaran, bukan koran ataupun majalah). Setiap pernyataan diikuti oleh lima angka, 1,2,3,4,5. Dimana setiap pernyataan pada kolom dibawah memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).

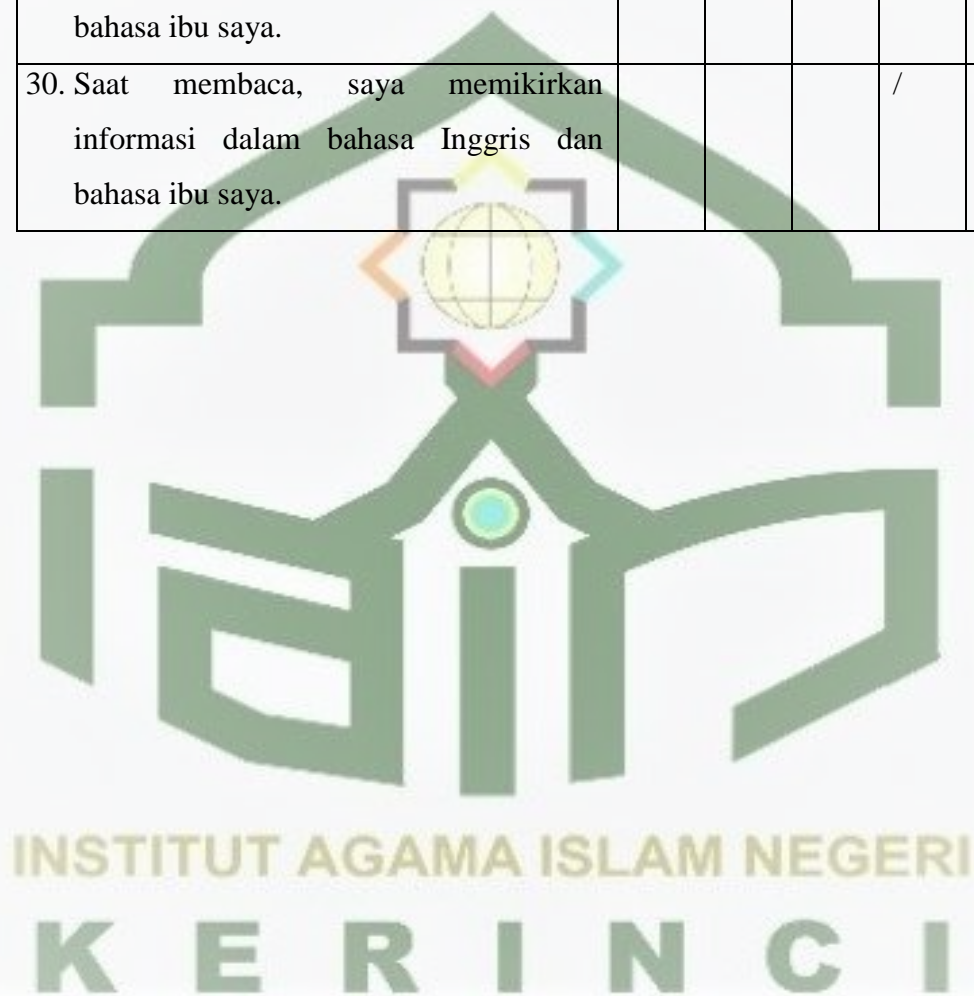
Setelah membaca setiap pernyataan, periksa kolom yang mengacu pada nomor (1, 2, 3, 4, atau 5) yang sesuai untuk Anda. Tidak ada jawaban benar atau salah untuk semua item dalam survei ini.

Statement	1	2	3	4	5
1. Saya memiliki tujuan dalam pikiran saya ketika saya membaca				/	
2. Saya membuat catatan saat membaca untuk membantu saya memahami apa yang saya baca				/	
3. Saya berpikir tentang apa yang saya tahu untuk membantu saya memahami apa yang saya baca				/	
4. Saya mengambil pandangan keseluruhan teks untuk melihat apa yang ada sebelum				/	

membacanya					
5. Ketika teks menjadi sulit, saya membacakan dengan keras untuk membantu saya memahami ketika saya membaca				/	
6. Saya memikirkan apakah isi teks saya abaca cocok dengan bacaan saya				/	
7. Saya membaca dengan perlahan dan hati-hati untuk memastikan saya memahami apa yang saya baca				/	
8. Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang dan susunannya				/	
9. Saya mencoba untuk kembali ke jalur ketika saya kehilangan konsentrasi				/	
10. Saya menggarisbawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya				/	
11. Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca				/	
12. Saat membaca, saya memutuskan apa yang akan dibaca dengan cermat dan apa yang harus diabaikan				/	
13. Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca				/	
14. Saat teks menjadi sulit, saya lebih memperhatikan apa yang saya baca				/	
15. Saya menggunakan tabel, gambar dan gambar dalam teks untuk meningkatkan kemampuan membaca saya				/	

16. Saya berhenti dari waktu dan memikirkan tentang apa yang saya baca			/	
17. Saya menggunakan petunjuk konteks untuk membantu saya lebih memahami apa yang saya baca			/	
18. Saya mencoba menggambarkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.			/	
19. Saya memparafrasekan (menyatakan kembali ide kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.			/	
20. Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi kunci.			/	
21. Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.			/	
22. Saya bolak-balik dalam teks untuk menemukan hubungan di antara ide-ide di dalamnya.			/	
23. Saya memeriksa pemahaman saya ketika saya menemukan informasi baru.			/	
24. Saya mencoba menebak isi teks itu ketika saya membaca.			/	
25. Ketika teks menjadi sulit, saya membacanya ulang untuk meningkatkan pemahaman saya.			/	
26. Saya bertanya pada diri sendiri pertanyaan yang ingin saya jawab dalam teks.			/	

27. Saya memeriksa apakah tebakan saya tentang teks tersebut benar atau salah.				/	
28. Saat saya membaca, saya menebak arti dari kata atau frasa yang tidak diketahui.				/	
29. Saat saya membaca, saya menerjemahkan dari bahasa Inggris ke bahasa ibu saya.			/		
30. Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu saya.				/	



Reading Attitude Questionnaire

Data Responden

Nama : Agus Arya Mukthi
 Semester : 4
 Jenis Kelamin : Laki-laki/~~Perempuan~~*
 Umur : 19 th
 Coret/hapus yang tidak perlu*

Petunjuk pengisian anket :

1. Isilah data responden dibawah ini dengan memberi tanda (√) pada pernyataan yang menurut anda menggambarkan diri anda dan **kenyataan yang anda alami dengan jujur tanpa dipengaruhi oleh orang lain.** Dimana setiap pernyataan memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).
2. Bila ada pernyataan yang kurang dimengerti, anda dapat menanyakannya pada peneliti.

Statement	5	4	3	2	1
EXAMPLE: <i>I enjoy science/saya suka sains</i>					X
1. Saya merasa punya hal-hal yang lebih baik dilakukan daripada membaca		✓			
2. Saya jarang membeli buku			✓		
3. Saya bersedia memberi tahu orang-orang bahwa saya tidak suka membaca			✓		
4. Dirumah saya memiliki banyak buku		✓			

dikamar					
5. Saya senang membaca buku kapanpun saya punya waktu luang		✓			
6. Saya menjadi sangat bersemangat dengan buku yang telah saya baca.		✓			
7. Saya suka membaca	✓				
8. Saya suka membaca buku dari penulis terkenal.		✓			
9. Saya tidak pernah meminjam buku dari perpustakaan.		✓			
10. Saya suka diam di rumah dan membaca.			✓		
11. Saya jarang membaca kecuali ketika harus membuat laporan buku.		✓			
12. Saya pikir membaca hanya membuang-buang waktu.			✓		
13. Saya pikir membaca itu membosankan.			✓		
14. Saya pikir orang menjadi aneh ketika mereka membaca.		✓			
15. Saya suka membaca untuk melepaskan diri dari masalah.				✓	
16. Saya mengolok-olok orang yang banyak membaca.	✓				
17. Saya suka berbagi buku dengan teman saya.		✓			
18. Saya lebih suka jika seseorang memberi tahu saya informasi sehingga saya tidak perlu membaca untuk mendapatkannya.			✓		

19. Saya tidak suka membaca.		✓			
20. Saya biasanya membaca buku saat pergi ke perpustakaan.		✓			
21. Saya pikir perlu waktu lama untuk membaca buku.		✓			
22. Saya ingin memperluas minat saya melalui membaca.		✓			
23. Saya pikir saya banyak membaca.		✓			
24. Saya ingin meningkatkan kosakata saya dengan membaca sehingga saya dapat menggunakan lebih banyak kata.			✓		
25. Saya suka mendapatkan buku untuk hadiah.		✓			
26. Orang tua saya membelikan saya buku.			✓		
27. Orang tua saya ingin saya membaca.		✓			
28. Saya membaca buku setiap minggu.			✓		
29. Saya membaca buku setiap hari.		✓			
30. Saya memiliki banyak buku di rumah saya.		✓			
31. Saya membaca buku sejarah.		✓			
32. Saya memberi tahu teman saya tentang apa yang saya baca.	✓				
33. Saya pikir saya ingin memiliki buku sendiri.		✓			
34. Saya berimajinasi ketika saya membaca.		✓			
35. Saya suka pergi ke perpustakaan.		✓			

36. Saya pikir saya tidak dapat hidup tanpa buku.			✓		
37. Saya senang jika saya menerima buku sebagai hadiah ulang tahun saya.		✓			
38. Saya membaca buku sepanjang waktu.			✓		
39. Saya membaca buku di rumah.			✓		
40. Saya membaca buku Sains.		✓			



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Reading Attitude Questionnaire

Data Responden

Nama : Aldera I. Gazela

Semester : 4

Jenis Kelamin : Perempuan

Umur : 20 tahun

*Coret/hapus yang tidak perlu**

Petunjuk pengisian anket :

- A. Isilah data responden dibawah ini dengan memberi tanda (\checkmark) pada pernyataan yang menurut anda menggambarkan diri anda dan **kenyataan yang anda alami dengan jujur tanpa dipengarui oleh orang lain.** Dimana setiap pernyataan memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).
- B. Bila ada pernyataan yang kurang dimengerti, anda dapat menanyakannya pada peneliti.

Statement	5	4	3	2	1
EXAMPLE: <i>I enjoy science/sayasukasains</i>					X
1. Sayamerasapunyahal-hal yang lebihbaikdilakukandariadamembaca		/			
2. Sayajarangmembelibuku				/	
3. Sayabersediamemberitahu orang-orang bahwasayatidaksukamembaca				/	
4. Dirumahsayamemilikibanyakbukudikamar		/			
5. Sayasenangmembacabukukapanpunsayapunyaawaktuluan g				/	
6. Sayamenjadisangatbersemangatdenganbuku yang				/	

telahsayabaca.					
7. Sayasukamembaca				/	
8. Sayasukamembacabukudaripenulisterkenal.			/		
9. Sayatidakpernahmeminjambukudariperpustakaan.		/			
10. Sayasukadiam di rumahdanmembaca.				/	
11. Sayajarangmembacakecualiketika harusmembuatlaporan buku.				/	
12. Sayapikirmembacahanyamembuang-buangwaktu.				/	
13. Sayapikirmembacaitumembosankan.				/	
14. Sayapikir orang menjadianehketikamerekamembaca.				/	
15. Sayasukamembacauntukmelepaskandiridarimasalah.				/	
16. Sayamengolok-olok orang yang banyakmembaca.				/	
17. Sayasukaberbagibukudengantemansaya.				/	
18. Sayalebihsukajikaseseorangmemberitahusayainformasise hinggasayatidakperlumembacauntukmendapatkannya.				/	
19. Sayatidaksukamembaca.				/	
20. Saya biasanya membaca buku saat pergi ke perpustakaan.				/	
21. Saya pikir perlu waktu lama untuk membaca buku.				/	
22. Saya ingin memperluas minat saya melalui membaca.		/			
23. Saya pikir saya banyak membaca.				/	
24. Sayainginmeningkatkankosakatasayadenganmembacase hinggasayadapatmenggunakanlebihbanyak kata.				/	
25. Sayasukamendapatkanbukuuntukhadiah.			/		
26. Orang tuasayamembelikansayabuku.				/	

27. Orang tuasayainginsayamembaca.			/		
28. Sayamembacabukusetiapminggu.				/	
29. Sayamembacabukusetiaphari.				/	
30. Sayamemilikibanyakbuku di rumahsaya.		/			
31. Sayamembacabukusejarah.			/		
32. Sayamemberitahutemansayatentangapa yang sayabaca.		/			
33. Sayapikirsayainginmemilikibukusendiri.		/			
34. Sayaberimajinasiketikasayamembaca.				/	
35. Sayasukapergikeperpustakaan.				/	
36. Sayapikirsayatidakdapatdiduptanpabuku.				/	
37. Sayasenangjikasayamenerima bukusebagaihadiahulangta hunsaya.			/		
38. Sayamembacabukusepanjangwaktu.				/	
39. Sayamembacabuku di rumah.				/	
40. SayamembacabukuSains.				/	

Reading Attitude Questionnaire

Data Responden

Nama : Wahyu Alfiandi

Semester :4

Jenis Kelamin : Laki-laki

Umur : 20

*Coret/hapus yang tidak perlu**

Petunjuk pengisian anket :

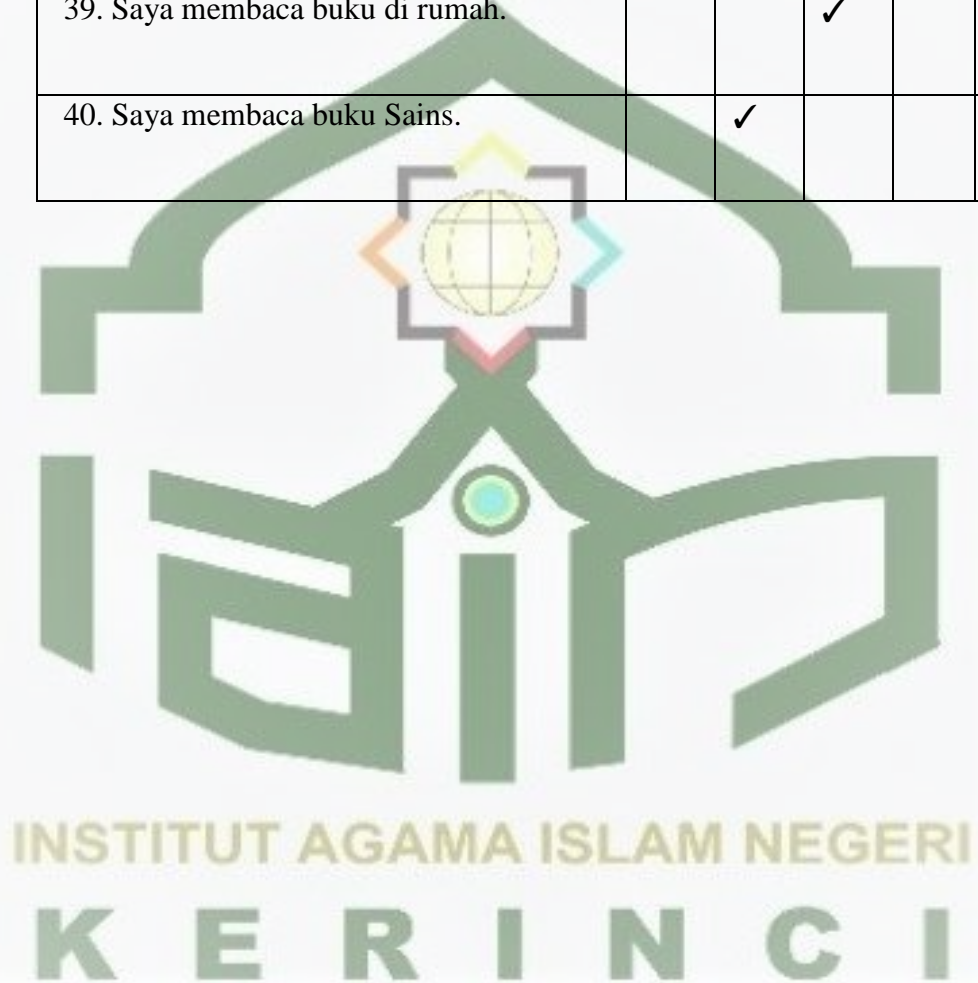
- A.** Isilah data responden dibawah ini dengan memberi tanda (✓) pada pernyataan yang menurut anda menggambarkan diri anda dan **kenyataan yang anda alami dengan jujur tanpa dipengarui oleh orang lain.** Dimana setiap pernyataan memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).
- B.** Bila ada pernyataan yang kurang dimengerti, anda dapat menanyakannya pada peneliti.

Statement	5	4	3	2	1
EXAMPLE: <i>I enjoy science/saya suka sains</i>					X
1. Saya merasa punya hal-hal yang lebih baik dilakukan daripada membaca	✓				
2. Saya jarang membeli buku		✓			
3. Saya bersedia memberi tahu orang-orang bahwa saya tidak suka membaca		✓			

4. Dirumah saya memiliki banyak buku dikamar	✓				
5. Saya senang membaca buku kapanpun saya punya waktu luang			✓		
6. Saya menjadi sangat bersemangat dengan buku yang telah saya baca.		✓			
7. Saya suka membaca			✓		
8. Saya suka membaca buku dari penulis terkenal.				✓	
9. Saya tidak pernah meminjam buku dari perpustakaan.	✓				
10. Saya suka diam di rumah dan membaca.		✓			
11. Saya jarang membaca kecuali ketika harus membuat laporan buku.			✓		
12. Saya pikir membaca hanya membuang-buang waktu.		✓			
13. Saya pikir membaca itu membosankan.			✓		
14. Saya pikir orang menjadi aneh ketika mereka membaca.			✓		
15. Saya suka membaca untuk melepaskan diri dari masalah.			✓		
16. Saya mengolok-olok orang yang banyak membaca.			✓		
17. Saya suka berbagi buku dengan teman saya.			✓		
18. Saya lebih suka jika seseorang memberi tahu saya informasi sehingga saya tidak perlu membaca untuk mendapatkannya.		✓			

19. Saya tidak suka membaca.			✓		
20. Saya biasanya membaca buku saat pergi ke perpustakaan.			✓		
21. Saya pikir perlu waktu lama untuk membaca buku.			✓		
22. Saya ingin memperluas minat saya melalui membaca.		✓			
23. Saya pikir saya banyak membaca.		✓			
24. Saya ingin meningkatkan kosakata saya dengan membaca sehingga saya dapat menggunakan lebih banyak kata.		✓			
25. Saya suka mendapatkan buku untuk hadiah.				✓	
26. Orang tua saya membelikan saya buku.		✓			
27. Orang tua saya ingin saya membaca.			✓		
28. Saya membaca buku setiap minggu.			✓		
29. Saya membaca buku setiap hari.			✓		
30. Saya memiliki banyak buku di rumah saya.	✓				
31. Saya membaca buku sejarah.			✓		
32. Saya memberi tahu teman saya tentang apa yang saya baca.		✓			
33. Saya pikir saya ingin memiliki buku sendiri.	✓				
34. Saya berimajinasi ketika saya membaca.			✓		
35. Saya suka pergi ke perpustakaan.			✓		

36. Saya pikir saya tidak dapat hidup tanpa buku.			✓		
37. Saya senang jika saya menerima buku sebagai hadiah ulang tahun saya.			✓		
38. Saya membaca buku sepanjang waktu.				✓	
39. Saya membaca buku di rumah.			✓		
40. Saya membaca buku Sains.		✓			



Reading Attitude Questionnaire

Data Responden

Nama : **DERI REFALDI**
 Semester : **1910203059**
 Jenis Kelamin : Laki-laki/Perempuan*
 Umur :
*Coret/hapus yang tidak perlu**

Petunjuk pengisian anket :

- A. Isilah data responden dibawah ini dengan memberi tanda (\checkmark) pada pernyataan yang menurut anda menggambarkan diri anda dan **kenyataan yang anda alami dengan jujur tanpa dipengaruhi oleh orang lain.** Dimana setiap pernyataan memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).
- B. Bila ada pernyataan yang kurang dimengerti, anda dapat menanyakannya pada peneliti.

Statement	5	4	3	2	1
EXAMPLE: <i>I enjoy science/saya suka sains</i>					X
1. Saya merasa punya hal-hal yang lebih baik dilakukan daripada membaca				\checkmark	
2. Saya jarang membeli buku					\checkmark
3. Saya bersedia memberi tahu orang-orang bahwa saya tidak suka membaca					\checkmark
4. Dirumah saya memiliki banyak buku dikamar				\checkmark	
5. Saya senang membaca buku kapanpun				\checkmark	

saya punya waktu luang					
6. Saya menjadi sangat bersemangat dengan buku yang telah saya baca.					√
7. Saya suka membaca			√		
8. Saya suka membaca buku dari penulis terkenal.					√
9. Saya tidak pernah meminjam buku dari perpustakaan.				√	
10. Saya suka diam di rumah dan membaca.					√
11. Saya jarang membaca kecuali ketika harus membuat laporan buku.			√		
12. Saya pikir membaca hanya membuang-buang waktu.					√
13. Saya pikir membaca itu membosankan.				√	
14. Saya pikir orang menjadi aneh ketika mereka membaca.				√	
15. Saya suka membaca untuk melepaskan diri dari masalah.				√	
16. Saya mengolok-olok orang yang banyak membaca.			√		
17. Saya suka berbagi buku dengan teman saya.			√		
18. Saya lebih suka jika seseorang memberi tahu saya informasi sehingga saya tidak perlu membaca untuk mendapatkannya.					√
19. Saya tidak suka membaca.				√	
20. Saya biasanya membaca buku saat pergi ke perpustakaan.				√	
21. Saya pikir perlu waktu lama untuk					√

membaca buku.					
22. Saya ingin memperluas minat saya melalui membaca.		√			
23. Saya pikir saya banyak membaca.			√		
24. Saya ingin meningkatkan kosakata saya dengan membaca sehingga saya dapat menggunakan lebih banyak kata.					√
25. Saya suka mendapatkan buku untuk hadiah.					√
26. Orang tua saya membelikan saya buku.					√
27. Orang tua saya ingin saya membaca.					√
28. Saya membaca buku setiap minggu.				√	
29. Saya membaca buku setiap hari.					√
30. Saya memiliki banyak buku di rumah saya.				√	
31. Saya membaca buku sejarah.			√		
32. Saya memberi tahu teman saya tentang apa yang saya baca.			√		
33. Saya pikir saya ingin memiliki buku sendiri.				√	
34. Saya berimajinasi ketika saya membaca.					√
35. Saya suka pergi ke perpustakaan.					√
36. Saya pikir saya tidak dapat hidup tanpa buku.				√	
37. Saya senang jika saya menerima buku sebagai hadiah ulang tahun saya.					√
38. Saya membaca buku sepanjang waktu.					√

39. Saya membaca buku di rumah.				√	
40. Saya membaca buku Sains.					√



CURRICULLUM VITAE

NAME : Silvia Melasari
 NICK NAME : Silvia
 BORN : Koto Salak, February 10th 2000
 GENDER : Female
 RELIGION : Islam
 ADDRESS : Rt,01 Desa Koto Salak Kecamatan Danau Kerinci
 JOB : Student College of IAIN Kerinci
 E-MAIL : silviamelasari02@gmail.com
 FATHER'S NAME : Aripuddin
 MOTHER'S NAME : Yuhana

**EDUCATION**

No	School Name	Place	Graduation
1	SDN No 194/III	Koto Salak	2011
2	MTsN Seleman	Seleman	2014
3	MAN Sebukar	Sebukar	2017
4	IAIN Kerinci	Kerinci	-

Sungai Penuh, August 25th 2021

SILVIA MELASARI
NIM 1710203007



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 : 118 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 dipandang 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.00.9/081/2020 Tanggal, 01/07/2020

M E M U T U S K A N

- Menetapkan** :
Pertama : Menunjuk dan menugaskan :
- | | | |
|---------|-----------------------------------|------------------------------|
| 1. Nama | : Dr. Toni Indrayadi, M.Pd | Sebagai Pembimbing I |
| 2. Nama | : Musdizal, M.Pd | Sebagai Pembimbing II |

Untuk membimbing mahasiswa menyusun skripsi/Tugas Akhir :

Nama : **Silvia Melasari**
 NIM : 1710203007
 Jurusan : Tadris Bahasa Inggris
 JudulSkripsi

**THE EFFECT OF USING RELAY RACE GAME TOWARD
 STUDENTS' GRAMMAR MASTERY AT THE EIGHTH GRADE OF
 MTSN 4 KERINCI ACADEMIC YEAR 2020/2021**

- Kedua** : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SUNGAI PENUH
 PADA TANGGAL : 09 Juli 2020

a.n. Dekan,

Wakil Dekan Bidang Akademik dan
 Pengembangan Lembaga



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 TARBIYAH 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 Email: info@iainkerinci.ac.id

Nomor : In.31/D.1/PP.00.9/ 1802021
 Lampiran : -
 Perihal : **Mohon Izin Penelitian**

08 Maret 2021

Kepada
 Yth Kepala Tadris Bahasa Inggris
 Di
 Tempat

Assalamualaikum w.w,

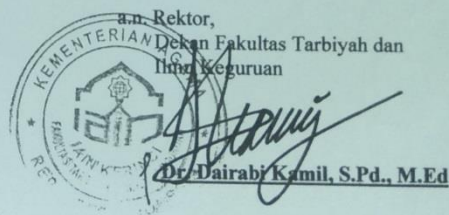
Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama : **SILVIA MELASARI**
 NIM : 1710203007
 Jurusan : Tadris Bahasa Inggris
 Fakultas : Tarbiyah Dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi:
THE CORRELATION AMONG STUDENTS' READING STRATEGY, ATTITUDE OF READING AND THEIR READING ACHIEVEMENT 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

SURAT KETERANGAN

No. In. 31 / J5.1 / PP.00.9 / 082 / 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 : **SILVIA MELASARI**
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 **“The Correlation Among Students’ Reading Strategy, Attitude of Reading And Their Reading Achievement 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
MUSDIZAL, M.Pd